

THE DELTA KAPPA
GAMMA...

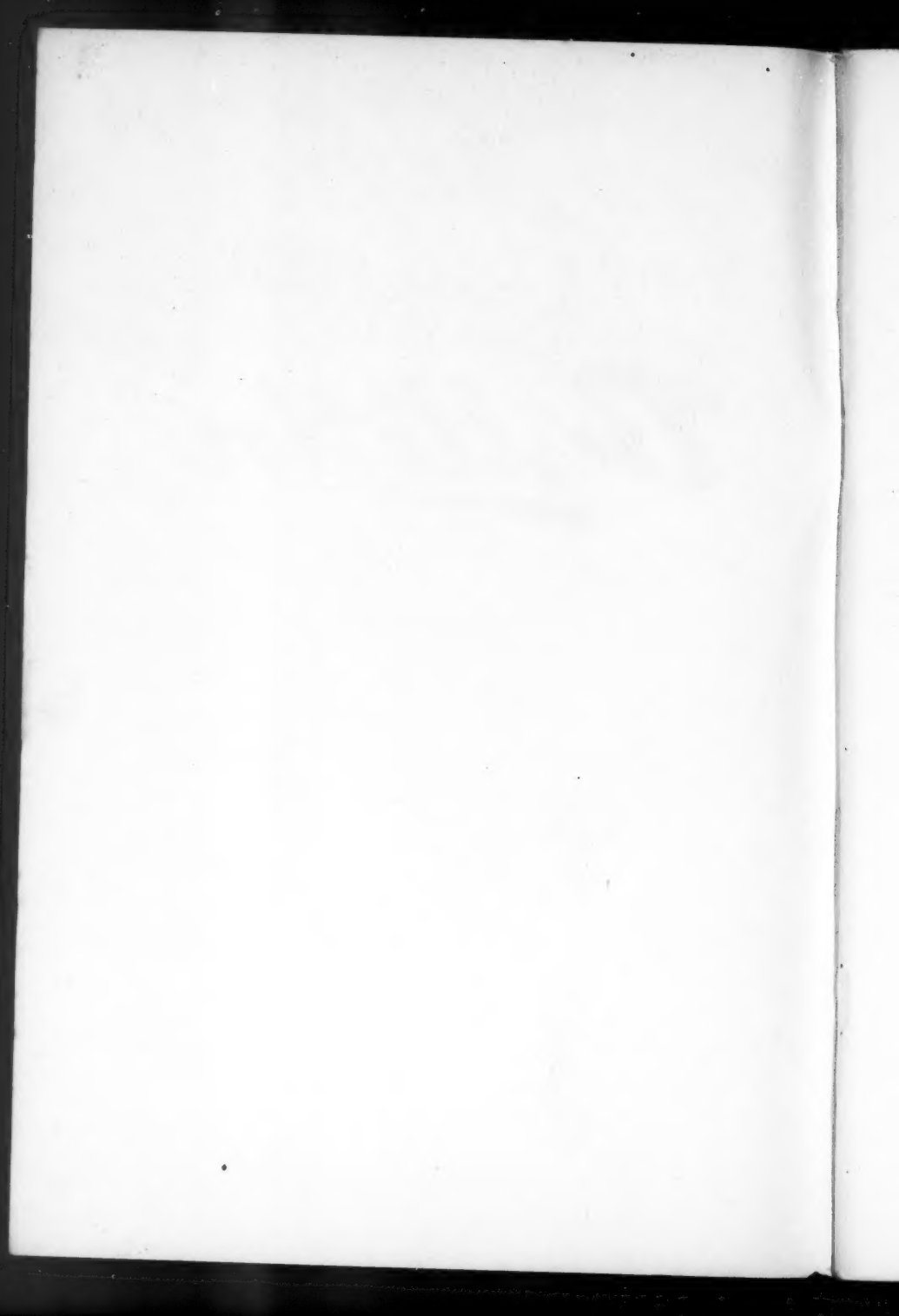
Bulletin



Fall

1952





THE
DELTA KAPPA GAMMA
Bulletin

FALL • 1952

Featured in this issue are a few of the women contributors to modern life in esthetic appreciations; in pioneer experiments. They give us a new sense of pride in being women; they remind us that teaching is not the only profession where women of vision and imagination can make of life a richer and more beautiful experience.

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The Delta Kappa Gamma Bulletin

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THE DELTA KAPPA GAMMA BULLETIN

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To those who attended the National Convention in Chicago, the Birthday Luncheon will remain an unforgettable occasion because of the stirring address by Mary E. Courtenay. Miss Courtenay is the only woman member of the General Superintendent's Cabinet in the Chicago Public Schools. She has been for several years assistant superintendent of schools in the Department of Special Education. She is a member of the Alpha Delta Chapter and president of the Chicago branch of the National Council of Administrative Women in Education.

A long-time exponent of our system of free enterprise and constitutional government, Dr. Ruth Alexander has distinguished herself as a professional economist and lecturer. Her address on "Education for Freedom" highlighted the President-Founders Dinner during the National Convention.

Mrs. Sadie Ray Powell is a member of Beta Chapter in San Antonio, Texas, a dynamic past president of Alpha State Organization, and is active not only in her local education sphere but also in the state and national education associations. She reports here on the splendid conference held during June at Kalamazoo, Michigan.

Miriam E. Mason (Swain) is an Indiana woman who has some twenty-eight children's books to her credit. One of them was chosen as a Literary Guild selection. Her long research on historical subjects has helped to crystallize her thoughts about some of the needs of history teaching. She has published books with Bobbs, Macmillan, and Houghton, Boston. Some

of her newest books are "Young Mr. Mecker," a child's eye view of the Oregon Trail journey, "Broomtail, Brother of Lightning," and "Yours with Love, Kate," a young girl's biography of Kate Douglas Wiggin. We are proud to claim Mrs. Mason (Swain) as an honorary member of the Bloomington, Indiana chapter.

Laura Cross has spent more than thirty years working and teaching in China. In 1920 she set out to teach English in the Bridgman School, a Christian school for Chinese girls. In addition to her classroom teaching, she had many extra curricular and administrative responsibilities. Her account of the changes in China after the coming of the Communists is not only a stirring but a sad recital of some of the things that happened there.

Louise Gates Eddy is the wife of Sherwood Eddy, author, lecturer, and world traveler. She accompanies her husband on his world tours and has had a wide experience personally in Y.W.C.A. work not only in this country but in Brazil and in Canada as well. She has visited most of the principal countries of Europe, Asia, and South America, and what she says about the place of women in the new democracies, particularly in Asia, bears considerable weight. Her work in national, state, and local organizations for dis-

placed persons, for children's relief, in international relations, and in interdenominational church work is widely known.

Dorothy Smith, who has long been known to those of us who have worked in the organization for many years, is a former state president of Minnesota, was for some time chairman of the National Membership Committee, and in her own rights an educator of considerable prestige. She has been working for the past year in Ecuador, where she is part of the group sent by the United States to assist in the re-organization of elementary education in that country. Her contribution about the educational situation in Ecuador is a welcome one and will bring us information that most of us at least have not had.

Margaret Boyd, Executive Secretary for the state organization in Ohio, has long been interested and active in the International Exchange Program. She was chairman of the Committee on Fellowships for Foreign Women Teachers during the last biennium, and what she says about this particular problem is worth reading. Her article gives considerable impetus to the thinking of those of our organization who are interested in developing a program for foreign fellowships.

MARY COURTENAY

*Changeless Values In a Changing World**

I GREW up at a time when it was not unusual and not considered unreasonable for three generations to live together under one roof. If there were adjustments to make, and I am sure there always were, all three generations were expected to make them. As I look back on the situation, I do not see in it any serious menace to the freedom of individual development or to family felicity.

By far the most colorful figure and most persistent influence in the lives of all of us who were sheltered by that roof was my maternal grandmother. She had already achieved her three score years when a swift and sudden turn of fate

carried her from a home of great comfort in the old world to one of necessary economy in the new world. Those who knew her at that time said she made the change so quietly and so serenely that one would never guess she had known easier ways of living. I never saw my grandmother outwardly angry, yet no one in the family could administer a more impressive rebuke when the occasion called for it. I never remember seeing her emotionally distraught; yet in her 73 years of living, as the mother of 17 children, all but two of whom reached not only maturity but a ripe old age, she must have known many hours of anxiety and many moments of anguish. She carried about her an atmosphere of calm, of quiet, and of confidence which even little children sensed, and into

* Address delivered at the "Birthday Luncheon" of the National Convention of the Delta Kappa Gamma Society, in Chicago, on Thursday, August 14, 1952, at the Congress Hotel.

which they crept for refuge in any storm.

In the late afternoon of each day grandmother reserved a period for meditation. She would come out of her room carrying a little bundle of books, always her Bible and a well-worn copy of the English Book of Common Prayer, often *Pilgrim's Progress*, sometimes a slender little volume of Blake, and occasionally an illustrated copy of religious poetry. In spring and summer and autumn she would take her chair in the bay window of the dining room which looked out over the vacant lot with its border of shady oaks where the children played. In the winter she would seek the comfort of the kitchen and draw her chair close to the glow of the wood-stove. It was understood that grandmother was not to be interrupted at this time; but, as my brother and I grew a little older, she sometimes invited us into her meditations. Unconsciously a good teacher, she never taxed the capacity of the young learners. She would recite a few familiar verses, read to us a stanza of poetry, make some simple application to our daily living, then drop a kiss upon each forehead and dismiss us with a nod.

Through long years I am amazed at the vividness and vitality with which my grandmother's memory lives with me. I can still hear the mellow tones of her voice caressing the well-known lines. I can still see her in her chair by the window, in her simple black dress with its

tight-fitting bodice, its ample skirt, and a soft fall of white lace at her throat, into which was wound a long gold chain which fell into her lap. At the end of that chain were three trinkets, a tiny gold cross, a little gold anchor, and a small gold heart. Three generations of babes had teethed on those trinkets; and the little heart, because it was the roundest and the smoothest of the three, bore greatest evidence of the gnawing of aching little gums and the efforts of eyeteeth to push their way painfully into the big world. "Faith, Hope and Love, these three," symbols of enduring treasures which grandmother wore at the end of her chain, cherished in her heart, and practiced in daily living, which were to her a source of strength and serenity, and to all around her a wellspring of comfort and joy, the changeless values in a changing world.

MAY we consider together this afternoon these enduring qualities in the light of our own times and in the role which they play in a world of changes, swift, sudden, startling, and sometimes shattering.

It is interesting to note that it is not only in the pulpit that these virtues are preached, nor chiefly in the classroom that they are expounded. Today leaders in every field of science—physicians, psychiatrists, physicists, chemists, research experts who explore the unknown and the unseen, captains of industry, directors of big business, counseling services, efficiency experts,

personnel specialists — are urging upon us these lasting values, not only as spiritual virtues, but also as material assets essential to personal happiness and individual success.

YOU will remember that the familiar quotation concludes: "And the greatest of these is love." Properly, however, the first of these is faith, for hope springs from faith, and love itself is deep-rooted in it. What have the men of science to say about faith, men who weigh their materials with instruments of incalculable delicacy and accuracy, who reach no conclusion save on the basis of sound facts?

The eminent octogenarian, Bertrand Russell, one of the greatest mathematicians of our time, declares: "Particular facts are the basis of the whole structure of science. The essence of the science method is the discovery of general laws through the study of particular facts. . . . Yet our life is governed not only by facts but by visions. The kind of truthfulness which sees nothing but facts is a prison for the human spirit."

In his powerful little book, *Human Destiny*, the great international French scientist, Le Comte du Noüy, says: "The extraordinary strides made in the scientific conquest of nature will never bring happiness to man without the reconciliation of the rational, SCIENCE, with the irrational, FAITH; of the ponderable with the imponderable. . . . For this

onward march man must gather from the inspired human traditions the great spiritual treasures, the eternal flame which the greatest and purest of men have passed on from time immemorial."

From the pen of Edmond Snodgrass, Professor of Botany and Dean of the Graduate School at Yale, comes the significant reminder: "The age-old struggle is upon us, the struggle between faith in the physical world and faith in something deep and transcendent beyond it. . . . Surely in this time of the testing of the nations, in this age of science triumphant, which is also an age of faith persistent, man is reaching out toward communion with that great Spirit in the universe before whose face the generations rise and pass away."

In that dramatic moment in history when we learned with certainty that man had split the atom and released for good or evil its potent energy, a group of scientists at the University of Chicago, who had been laboring for years on the problem, called together the religious leaders of the community. "We have gone far," said the men of science. "Further we dare not go until we have some assurance of the moral and ethical controls without which this mighty achievement may actually wreck civilization itself." A few months later Hermann Hagedorn sounded a ringing challenge to all men of faith in the stirring lines of his powerful dramatic poem, "The Bomb That Fell on America."

Yes, we have need of faith: faith in our world, cockeyed and crazy as it often seems; faith in tomorrow, or the efforts of today are all in vain; faith in a Providence mightier and wiser than we, or life itself is futile; faith in ourselves, that for each of us there is a purpose and a place in life, however humble; and faith in the other fellow, too. The most progressive school of counseling today is predicated upon the assumption that we cannot solve the other fellow's problem for him, but we make a significant contribution to his efforts in our faith that he can solve it himself. All education is an affirmation of faith, for education is growth on successive levels and in successive periods of development, one building upon the other. In faith there is power, power to keep our bodies sound, our minds sane, our spirits sturdy, our homes steadfast, our families united, and our lives serene.

The second of these is hope. May we think of hope not merely as the desire for something unpossessed, nor the longing for something beyond our grasp; but rather as a reaching upward and outward for unfailing guidance, a few clear-cut ideas and ideals, which we accept, not because we have to, but because we wish to, a few unalterable principles which we keep because we know "in the keeping of them there is great reward." Every material blessing which we enjoy today is the result of a dream to which some man clung. Every

great cause was born of some man's vision. Every wrong that has been righted and every right that has been defended represent enduring ideals "which pierce the night like stars and, by their mild persistence, urge man's search to vaster issues."

The power of an ideal is incalculable. It is like the pebble which, dropped into the stream, starts a ripple upon the surface which soon passes out of our vision, but may break upon the opposite shore. It is like the drop of water which slides into a crevice in the rock and, solidified into ice, may burst the boulder asunder, or, converted into steam, may set the pistons of great engines in motion.

IN his autobiographical writing Albert Schweitzer reminds adults that they are far too easily persuaded it is their duty to disillusion youth, to turn the young away from their dreams and their visions to the stern realities of life, instead of exhorting them to cling fast to these treasures as real glimpses of truth, a wealth for which there is no substitute.

"And the greatest of these is Love." Upon love, too, the spotlight of public attention is turned with a new significance today. In a time of alphabetic labels it finds its way into the A, B, C's of modern terminology. There are many asylums for the needy, infant welfare stations, homes for orphaned children, and refuges for the homeless aged, where organizations and individual volunteers are urged to give an hour or two a day or a



Elizabeth Ney

—Romantic

It will be well for those interested in sculpture to contrast Elizabeth Ney and Harriet Hosmer with the three representatives of the moderns featured on these pages. Both Elizabeth Ney and Harriet Hosmer have only recently been among us, but their techniques and their materials belonged to the classical school which people like Barbara Lekberg completely spurn.

Nothing could be more romantic than the life history of Elizabeth Ney. She was born in Westphalia and patronized by the mad King Ludwig II of Bavaria. So impressed was this art-loving monarch by the young girl's talent, that he gave her the use of a great hall in one of his palaces as a studio, and posed for a portrait statue of himself which was eventually put into marble. She made many portrait busts of Bismarck, Liebig, Humboldt, Kaulbach, Garibaldi, and others.

At the height of her fame she migrated to America, largely for political reasons, and she and her husband eventually settled in Texas where they maintained a kind of feudal plantation life for a number of years. Still later, she established herself in a studio in Austin to which her friends from over the world gravitated. To her studio came such world figures as Pavlowa, Caruso, Paderewski, Scotti, and her compatriot, Mme. Schumann-Heink. Paderewski

thought her one of the most fascinating conversationalists he had met anywhere in the world, and Caruso assured an interviewer that Elizabeth Ney could have become the outstanding artist on the continent.

Laredo Taft paid tribute to her artistry and said that it was not possible for her to do anything unworthy in marble. Hers were the traditional materials, however. Hers the traditional classic approach.

Probably her Lady Macbeth and some of her classical figures are better known than almost any other phase of her work.

The bust shown is a self-portrait, and, as well as anything else she has done, gives a suggestion of her technique. The sketch is of the entrance to her famed studio in the outskirts of Austin.



week of TLC, Tender Loving Care, a quality as basic to the health of babes as orange juice and codliver oil, the affection which is essential to the well-being of all growing children, and the sympathetic companionship without which the aged spend lonely, weary years.

IN a recent address to a conference of those interested in the guidance of delinquents, Dr. Will Meninger stressed the fact that without love there can be neither healing nor rehabilitation. "The entire program of therapeutic services offered by our clinic," he explained, "may be described in a simple phrase, 'daily ministrations of love.' Love must permeate the thinking and the doing of each one in the organization from the director to the gardener, or all our efforts are of little worth." Mothers and fathers, husbands and wives are being exhorted, not only to love each other and their children, but to give that love fortifying expression that from it there may spring wholesome, happy childhood and youth free from destroying neurosis.

In our own profession there is no quality more essential for effective teaching. We speak in circumlocution of being wanted and welcomed, recognized and accepted, given understanding and security; but all these terms are summed up in the small, sturdy word "love." Every good teacher must have in her heart a capacity for loving children, loving them when they are unlovely and unlovable, as they all are at some time, loving them when

they are wholly unreasonable, as they all are frequently, loving them when they are bewildering, unpredictable, and unmanageable and need loving most.

I had an experience as a young teacher which has remained with me always. A cattleman from the West was visiting one of our neighbors while he presented his prize stock in the Chicago Stock Show. For years he had been unusually successful in carrying off many prizes. My father and some of the men of the neighborhood were grouped around him, and one asked: "Tell us, how do you do it year after year?" I can still see the stranger, bronzed and lank, a smile puckering his lips as he answered: "Well, I'll tell you. Now there's Ma; she just loves her roses. She plants them in spring, she putters over them in summer, she prunes them and covers them in fall, and prays over them all winter; and gosh, she's got them growing all over the place! Well, I'm pretty much the same way with my cattle. I care for them when they're sick as I would for a child. When a young calf is being born, I'm about as excited as the expectant pa. If one of them is lost in a storm, I'd go any number of miles to bring it back. And I do pretty well with them." He paused, and a serious light came into his twinkling gray eyes: "I guess it doesn't matter whether it's roses, or cows, or kids; you've got to love 'em if you want to grow 'em." Dear teachers, he is right: you've got to love 'em if you want to learn 'em!

We live in perilous times, in a world dominated by tremendous power, in a nation which has soared to a dizzy height of world influence, in a civilization caught up in a great struggle for the mind of man. In this struggle Charles Malik, ambassador to the United States from Lebanon, points out that the old world has a significant material advantage over the new in sheer massiveness of space and population; that, in the course of developing years, it must outstrip the physical and human resources which oppose it. How shall the United States meet this destiny-bearing fact? Only by matching quantity with quality, by developing citizens of such mental strength, moral stature, honor and humility, and breadth of understanding that by the very quality of their being they shall triumph over material disadvantages.

Surely the miracles of modern

science which span space, bridge distance, and almost eliminate time, the spectacular technical achievements which divide man's labor and multiply his leisure, make his world wider and his life richer and safer are not the final measure of his stature. It is not man's material progress which lifts the level of civilization in his time. The more power which science places in his hands the greater opportunity he has for good and evil. No task which education faces today is more challenging than that of teaching men and women how to use power as a constructive force in building the good life for all. The school and the university must teach children and youth to face the great issue: whether life is to be ruled by the fluctuating factors, power, and profit, pleasure and prosperity — or by the enduring qualities, truth and honor, reason and beauty, the changeless values in a changing world.

Education for Freedom*

RUTH ALEXANDER

THE tragic lesson of the totalitarian states that have emerged in the twentieth century has been their demonstration of the indivisibility of freedoms. As an economist I am concerned with political and economic freedom, but I am quite well aware that that, strangely enough, is the background of spiritual freedom. We know today that, in those states where man is not free politically and not free economically to earn his daily bread, he also has forfeited his right to worship in the way that he chooses.

Now as you all know, freedom is not an absolute. Freedom is a relative. And the freedom allocated to the individual under our capitalist republic stands midway between extreme freedom, which characterizes anarchy, and extreme compulsion, which characterizes socialism.

In the United States, unfortunately, we have taken freedom for granted. Our ancestors understood the nature of freedom because they

understood the nature of tyranny. We have not been forced to that extreme comparison and we have allowed it to slide. To neglect freedom, even for a day, is to allow it to escape.

You all know that the trend in the world today is away from freedom and toward compulsion. Our republic was founded in defiance of a similar trend some one hundred and sixty years ago and finally proved the beacon light to which the mothers of compulsive monarchy were attracted and in which they ultimately drowned themselves. There are very few kings left today, and those are bowing out. The essence of monarchy in those days was its compulsive nature, and the essence of modern totalitarian states is their compulsive nature total, regardless of the name.

Now in the crisis that confronts us we can choose the middle way. That is, we can reconcile freedom with discipline. It all depends on education, and the sole alternative to this meeting of discipline from within is annihilation of freedom

* Address delivered at the Presidents-Founders Banquet, August 16, 1952.

from without. The source of authority will mark us in the future a free state or a socialist state.

We must realize the two-edged nature of freedom. Freedom to do right necessarily implies freedom to do wrong. You cannot be protected from wrongdoing and still have the freedom to exercise your freedom of choice. Freedom to succeed necessarily implies freedom to fail, but because somebody inevitably fails does not prove that all should be deprived of the right to succeed, and the price of success comes very high.

THE short view in meeting the problems of today is to change our institutions to conform to the so-called trend of the times. This view is accompanied by revolution, ideologic or violent. The long view is to change ourselves, and this is accomplished by and conditioned by education.

Now if both the cause and the cure of our political economic ills lie in education, we should try to define it functionally, and one of the best ways to define a thing is to begin by defining what it is not. Education is not a problem in factual instruction; it is a problem in motivation. If education were limited to book learning during our compulsory school years, it would be a blocked-off experience, it would be a parenthesis in life that began with our first day in kindergarten and ended when we got our college diploma. Alas, to many that is exactly what education is. We spend our young days getting educated, and we spend our older

days getting de-educated just as fast as the picture magazines will allow us.

Now education defined as book learning is confined to the unwilling memory of facts, and I am sure you can give many testimonials as to how unwilling that memory of facts is, that these facts are often unrelated, save perhaps in such expert hands as yours, that they are generally undigested, and that they do not carry over into the subsequent experiences of mature life.

We have been told what to learn and what to think and we have been given a specified time in which to do it, but we have rarely been inspired with a gluttonous intellectual curiosity that will not let us rest, that seizes greedily all our leisure time in the pursuit of knowledge, that translates knowledge into wisdom and translates wisdom into wise action. Therein alone lies the difference between the educated and the uneducated man—what he does in his leisure time.

Those who style themselves makers of mankind are forever on the scent of leisure. "Give the people more leisure," they say, as if that were a boon in itself. But leisure for what? Leisure for what?

Leisure of itself is neither good nor bad, yet it makes or breaks a nation according to its use or its abuse. The most leisurely nations are invariably the least progressive and the least well educated. They may have more fun. We have all wanted to go live in the South Seas at one time or another, but the least leisurely nations are the most progressive. These are they whose

contributions to mankind stand the test of history. When there is too much time the old folks use it to sit down and the young folks use it to get into trouble.

Give us in America national leisure without educational stimulus and direction as to how to use it and the contributions of our great nation would be dissipated. Therein alone lies the real danger of the machine age. It can destroy us if it provides us with an excess of leisure because of fantastic labor-saving devices, and education does not keep up with it. That is the job of great leaders such as you, to see to it that education keeps up with this vacuum which we call leisure and which for some unknown reason to me seems to be the great beam towards which all life is pointing today.

IN a free society life is more of a recess and less of a school, and leisure often means triumphant temptation to waste. In a free society there is no one to police man from waste.

We may use leisure in so-called recreation, but except in the active school years of our youth our recreation is passive. We have few resources within ourselves for enjoyment so we go in for commercial entertainment. Now, amusement is not happiness. Amusement is rather an attempt to escape from unhappiness, and I am trying to bring to you tonight not only a formula for freedom whose sole ingredients lie within your hands, you great educators, but also a formula for happiness.

The laziness induced by undirected leisure has made us a passive nation. I was horrified to learn today that it is expected that in the coming elections in both parties only three out of ten eligible voters will vote.

Undirected leisure is responsible for a type of mind that I call the butterfly mind, the mind that flits from sample to sample. The mind of the conspicuous expressivist, the mind of a man bent upon making a noise, all of those are characteristics of the waster mind. It defeats both original and aggressive thinking. It accepts the opinions of its environmental group and argues from them, not about them. It defeats concentration at its source.

And now for a positive definition of education. The source and the function of true education is the development of a technique of concentration. The one prudence in life is concentration. The one evil, dissipation, and it makes no difference whether our dissipations are coarse or fine, all are dissipations which make a good poise and a straight course impossible.

Concentration applied in the world of people and events means one directional motivation in a predetermined direction. It means the ability to move consistently in one direction undeflected by dispersions, whether coarse or fine. That is the only way you and I as individuals can master circumstances; otherwise, circumstances master us, and when circumstances master enough of the people and get them down far enough, then the state

Harriet Hosmer

PRECURSOR OF THE MODERNS

THE daughter of a physician, Harriet Hosmer inherited a delicate constitution which her father encouraged her to improve with a systematic course of physical exercise. In her day it was almost unknown for a girl to become expert in rowing, riding, skating, shooting, but she persisted. She scandalized the neighbors by her exercises and her interests. Undisciplined and determined, she announced her intention to become a sculptor at a very early age.

Probably her *Beatrice Cenci* is her best-known figure. No one can say that it is a great work, but it has beauty and much grace. The line of the back and leg is said to be admirable and can scarcely be improved, but modern artists and sculptors feel that the details are annoyingly pronounced, too sharp, too insistent.

The celebrated *Puck*, a work of slight artistic importance, was her second effort, and for a strange reason it awakened almost instant popularity. The figure is amusing with a pretty roguish face. The short, puffy legs are drawn up on a large toadstool, and one hand holds a beetle while the other grasps a lizard. The ground is strewn with mushrooms of various species and well-defined characteristics. It is said marble cutters were kept busy night and day turning out replicas. Some of her other well-known and highly publicized efforts were *Zenobia*, again in the classical and heroic style, and *Sleeping Faun*. Her male figures, however, have no great dignity nor any masculinity. In that respect she was a great disappointment to her admirers.



steps in, and that is the thing we would avoid at all costs. Either man is his own master and is the proud and aggressive rider of circumstances or he is the passive passenger and the state becomes his master.

You must possess and dominate each day or the state will dominate you. The choice is as simple as that. And a day is more magnificent cloth than any fabric and the mechanism that makes it infinitely more cunning. You cannot conceal those fraudulent hours you have slipped into the weaving, and you need not fear that any honest thread will not testify in the final fabric.

By motivating all your thoughts in a single line for each task as it comes, you can hold the future in the hollow of your hand. Not only will today belong to you as your creature, as your subject, but tomorrow and tomorrow.

Sustained concentration, as does nothing else, leads to deliberation, that rational faculty which alone distinguishes the individual mind from the irrational floundering of mass minds. It is deliberation between competing alternatives which alone distinguishes us from our four-footed brother animals.

We can never depart far from our biological origin. The only thing we have is this rational faculty. To develop that is the function of education; to remove us as far as possible from the rest of the animal world so that man does indeed stand alone in the image of his Maker.

To acquire this faculty, to ac-

quire the faculty of deliberation is to acquire education. It insures creative understanding, it prevents an impasse between conflicting purposes, and it blankets all problems because it is itself the principle of mastery.

Now let's get down to the business of getting a job and apply this type of education in the economic field. I offer you a way of job security based wholly and entirely on this type of education. Let's take the business of getting a job, and then, secondly, let's take the business of transferring from job to job if we lose our first job, possibly through no fault of our own.

I believe that every one of you women here will agree with me that the expert—now I use that word advisedly—that the expert seldom walks the streets, not for long. I ask you, why not be an expert then? That is the only form of job security that you can guarantee to yourself; even under the all-powerful totalitarian state there are people who disemploy themselves because they are not in political favor. Their jobs, then, depend upon the political caprice of others.

NOW, of course, you will be thinking, "How silly of her to say that, because not everybody can be an expert." Oh, yes, they can, yes, if they will fulfill two primary prerequisites: if they will learn how to concentrate, that means to motivate all actions toward a predetermined goal during their compulsory school years, and if they will choose a field for their job that is commensurate with their natural

mental endowment. Under those two conditions everybody can become an expert.

We must regulate our choice by the measure of our probable success. In the world there are big people and little people, and in the world there are big jobs and little jobs, and the trouble is that the little person so often goes after the big job, motivated by vanity, motivated by some inner urge to show the world that he is a big person after all, and therein at once he has planted the seeds of failure.

Nature, Nature herself, magically suits the man to his fortunes by making them the fruits of his character. Events grow on the same stems as persons. The persons are the causationists. What looks like a piece of luck and that is very discouraging to those of us who just don't seem to get the breaks, is not luck; it is a piece of causation.

Now a moment ago I said choose your field of operation, and there will be those here who will say that is perfectly idiotic to say. How many people are there who can choose their field of operation? I know that life often appears to be a shabby compromise with necessity, but the same set of circumstances handled by different people will materialize into wholly different results. One mind develops, another stagnates, a third goes along. It loosely adapts itself to circumstances instead of adapting circumstances to its one directional motivation.

Again you may ask as I talk about this predetermined goal, "How many people are there in life who

have any idea of what their goal should be?" Well, don't you find that one of the tragedies of the day? Don't you find that one of the tragedies of youth is that they are at sea? Now I know that is true, but life itself sets each one of us, young and old, a daily goal, and if we accord that goal which has been thrust upon us the same intensity of pursuit as if it had been deliberately chosen, we are then demonstrating that we are an educated person.

So if a man has learned to concentrate in his early compulsory school years, if he has chosen a field commensurate with his natural mental endowment, and remember there that bodies vary and minds vary enormously, he can become an expert. Make yourself necessary to the world and mankind will give you bread. If you carry nothing away from this beautiful evening together, if you can take that back to your young pupils, that is all they need to know, for economic morality means economic self reliance. Make yourself necessary to the world and mankind will give you bread.

HOW often do you hear of someone who is looking for a job and you say, "What can you do?"

"I can do everything," which means, of course, he can do nothing. If he has equipped himself with the one directional mind and the predetermined trend which characterize genius, he can reap the rewards of genius, because that is the definition of genius.

Now, as to the matter of trans-

fer from job to job. Suppose some great economic dislocation takes place such as flood, drought, or war. A man loses his job through no fault of his own. What is he to do? If his brain has not died back in his job-holding years through long hours of play and passive observance of pictures that boomerang against him, he can once more put himself into the harness of concentration and training for the new job will have all the thrill of discovery with the exciting exaction of a new routine. Routine is never dull when it serves as a means to an end.

Now that is where we sometimes feel that today the world belongs primarily to youth, not because youth is young but because youth is flexible and later years have become rigid and yet if our brains have not died back, old age will be the full flowering of that youth and will have no terrors for us because it will have no existence save in the mind of the census-taker.

What are the three most powerful forces in life? Hunger, love, and war. Why are they powerful? Because they are one-directional. They may last only a moment or they may last for years; the time is unimportant. Even the goal is unimportant relatively. It is the nature of the pursuit that counts, and in the pursuit of hunger, love and war men rise to heights undreamed of by themselves because it is one-directional motivation toward a predetermined goal, and nothing scatters the pursuit.

Now why is that motivation powerful? Because it gives the

sense of confidence attained by moving in a straight line, and that is what constitutes happiness. Happiness does not consist in possession of things. Happiness consists in moving successfully toward some goal wholeheartedly and without reservation. Happiness consists in not being bored, and the only way you can escape boredom is by conscious one-pointed action which your educational direction enables you to substitute for the casual, restless action of infantile adults.

NOW, of course, I do not imply that hunger, love and war are unmixed blessings to humanity any more than I imply that a man with a strong character is necessarily a man with a good character. That depends entirely on his choice of goals, but it doesn't defeat the argument for strength any more than you could sustain a plea for weak bodies because some inevitably use strong bodies to injure themselves and others. Hunger, love and war are cited as examples of highly mature, highly educated, one-pointed action. We accord our lives that type of educational process during crises.

Well, why not accord the everyday tasks of life the same technique? Why not ennoble them with the crisis technique if that is the only way we can master as we master hunger, love and war? That is the only means to the end we seek which is conscious self-determination. You see, the alternative to self-determination is determination of your behavior by the state.

Of course, the road to any goal is punctuated by success and failure. The road to victory in war or love or hunger is punctuated by periods of success and failure, and in summarizing my suggestions for a specific development of education which will be our guarantor of freedom, I should say beware of success too soon on the road. That is a greater temptation to pause than failure. Man asks himself if the halfway house is not just as good. Be utterly ruthless toward yourself. Hold yourself in training exactly as a prizefighter holds himself in training. You are fighting a battle greater than any battle on the fistic plane. You are fighting the battle of ignorance, and by ignorance I do not mean lack of information on any subjects, I mean inattention, loose, scattered thinking, indifference to knowledge.

Ignorance, not misfortune, is the root from which all failure springs, and the battle of ignorance is the battle of self-ignorance. Being good is not half as good as being self-conscious in the knowledge of the power within the self to direct your life in a predetermined direction.

Choose deliberately. Choose as a matter of course the more difficult of two competing alternatives. Remember, we are talking about a type of training. We are talking about means to an end. The end is the maintenance of politico-economic freedom.

Resist ceaseless amusement. Stop trying to get away from yourself. Take refuge in yourself. It is the only place you will ever find it. To

depend on others is to end in tragedy.

Develop an intellectual curiosity that will not let you rest. Translate this curiosity into overt action toward a specified destination. Be the marksman and let your mind be the bullet. Let it go swift and straight to the heart of your destination. Only thus you vanquish restlessness, only thus you attain peace, the peace of work well done, and that is the essence of happiness.

The price of such education comes high, but I promise you no price is too high to pay for character. All other institutions are but palliatives. Laws themselves are social substitutes for individual character.

We hear so much talk today about how times have changed, but we must discriminate between what is changed and what is not. It is true that means of communication and various types of scientific inventions have changed, but *the inner spirit of man and the prerequisites of a free citizen* have remained unchanged for ten thousand years.

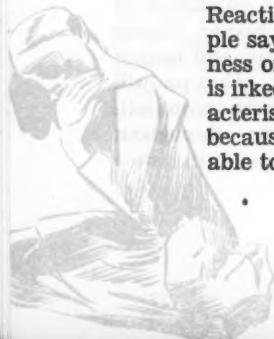
To those of you who have the purpose and tenacity to grow a character, the gates of bondage are forever closed. The unlimited resources of the awakened and mature self are your guarantors of freedom. From having become reservoirs of facts you will become reservoirs of power. Thus you will not only master education, you will perpetuate freedom throughout eternity.

A Modern Interpreter



From a family of painters and writers, Lu Duble turned to sculpture when she exchanged secretarial services for working experience in the studio of a sculptor in California. She went on with her work at Cooper Union, the Art Students League, the National Academy of Design, and with other private instructors. However, she could not feel satisfied with the pretty garden figures that she had been taught to construct. They seemed unrelated to the world in which she was living. She did not find herself until she had gone to Haiti for a time and then to Mexico. One day after she had entered a church to pray she saw on the steps of the altar what looked at first like a heap of old rags. Suddenly the rags pulled themselves together through a wonderful series of angular movements until they reached a praying position. She watched fascinated as a crippled man threw off the handicaps of his body and rose with the light shining in his face. After that, Lu Duble felt she could never go back to the pretty figures. So she has done what she could to sculpture the spiritual aspirations of the human race. She believes that all through man's history it has been the same. Numberless refugees, displaced persons are finding their way now through a modern vale of tears as they have done for centuries and the tragedies of their pilgrimage are what she tries to catch.

Reactions to her sculptures are mixed. Some people say she makes them too unhappy. The bigness of her concepts confuses some people. She is irked by unnecessary detail. She works, characteristically enough, in impermanent materials, because, she says, she wants the opportunity to be able to smash things if she wishes.



IMPROVING QUALITY OF TEACHING SUBJECT OF NATIONAL CONFERENCE IN KALAMAZOO

SADIE RAY POWELL

THE quality and methods of preparing teachers for the nation's schools were thoroughly examined by some 600 educators who attended the seventh annual national conference sponsored by the National Education Association of the National Commission on Teacher Education and Professional Standards. The conference was held June 25 to June 28, at Western Michigan College of Education in Kalamazoo. Participants in the conference represented state education associations and national professional organizations interested in education. As always in these conferences, each group was a cross section of personnel, classroom teachers, administrators, national, state, and local education association officials, college faculty members, and

representatives of lay organizations vitally interested in education. Many of the women in attendance were members of the Delta Kappa Gamma Society.

"Evaluating Progress and Charting the Future of Teacher Education" was the theme of the conference. The major purpose of the conference was to re-evaluate the progress that has been made in teacher education and to chart the future. The work of 25 study groups was classified under five large headings: Section 1: Identifying and Interpreting the Distinctive Characteristics of Teacher Education; Section 2: Defining and Resolving Current Issues in the Education of Teachers; Section 3: Increasing the Prestige of the Teaching Profession; Section 4: Develop-

ing Competencies, in the Education of Teachers, to Deal with the Major Issues, Problems and Conflicts of Our Times; Section 5: Developing Accreditation as a Contributing Factor in the Continuous Improvement of Teacher Education.

The study of these five major problems was based on the premises: That free men can be guided by their hopes rather than by their fears; that future freedom is bound up with the free search for truth; that, despite fears and tensions for those who guide the search for truth, the means may be found by which the appeal shall be enhanced and glorified; that in the concert of free minds ways can be found to meet the needs of the nation's children for qualified teachers of ever increasing competence; that we can achieve, within the framework of varying procedures and divergent views, a united profession devoted to a common purpose.

THE key-note address was delivered by Dr. L. D. Haskew, Dean, College of Education, University of Texas. His subject was, "We Hold These Truths." Dean Haskew warned that, one after one, every tenet of our educational faith has been attacked and buffeted about by loyal American citizens. He told the educators, "Our attention in Kalamazoo is to be focused upon the education of teachers. This phase of education, also, finds most of its basic assumptions being challenged. Some challenges are coming from direct, frontal attacks upon the philosophy and structure

of teacher education. Other challenges, less violent but more dangerous, come from tacit acceptance of the belief that teacher education simply does not exist at all."

Dean Haskew urged that teacher education in the college and universities be placed on a level equivalent to the preparation given for the other recognized professions, a thing which he said is widely lacking today. "In very few states and in relatively few colleges can we say that we have had more than lip-service dictum that teacher education does exist," he said. "Our strongest universities can put their students through programs to train research chemists and still, with perfectly straight faces and virtuous hearts, grant degrees to those same students that say they have been through education. Our weakest colleges can plead poverty and smallness and be accepted as teacher-education institutions because they mean well." Maintaining that "the organized teaching profession has to face up to the fact whether it really wants teacher education of the first rank," Dean Haskew charged: "In many states the teaching profession is keeping alive, through patronage and through ready acceptance of graduates into the ranks of the profession, colleges whose programs are mediocre and whose standards are almost nonexistent. In all too many instances, teachers are fostering the perpetuation of shoddy work by colleges because credits that have a dollar-and-cents value can be secured with little or no effort." He declared,

"The plain truth is that we have too many colleges flying the teacher-education flag—or at least pulling it out of hiding occasionally and waving it before the eyes of certification officers, which are now and have been for many years low-quality, uninspiring, pitifully weak institutions. We have many other institutions potentially strong but willing to drift along with this year's program a slightly more pale replica of last year's." Dean Haskew advocated a national accrediting service for teacher-education institutions that will "recognize and protect those colleges that are moving forward rapidly; to stimulate the lethargic and help the eager and to eliminate those which cannot or will not move up the quality parade."

Dr. M. Margaret Stroh, National Executive Secretary of the Delta Kappa Gamma Society, who served as analyst for Section II of the Conference, discussed the problems of "Increasing the Prestige of the Teaching Profession." In a stimulating address she told the teachers frankly that they, themselves, are at fault if they lack the prestige they seek for their own profession. Teachers are not clearly enough identified with their own professional organizations and do not utilize their services. Well-qualified, personable young people cannot afford to teach not only because of the inadequate salaries, but also because of impossible working conditions and unreasonable extra-curricular demands.

Dr. Stroh listed fifteen things which she regards as immutable facts militating against the attainment of the public esteem which the profession covets. She offered verbal and profuse documentation coming to her from many types of teachers in dozens of communities all over the country. Her observations were based upon personal and recent experience. Dr. Stroh believes that the attainment of professional prestige can best be realized by individual teachers working in groups and in professional organizations, and that only as teachers themselves realize their individual and collective responsibilities for the attainment of the status they desire will it be brought to pass. She said, "Surely the organized profession is mature enough to take a hand in setting standards for pre-service preparation, selection of candidates for teaching, and the concomitants of consequent prestige."

Dr. Willard E. Givens, retiring Executive Secretary of the National Education Association, spoke on education's place in the present world situation, the role education must continue to play in domestic and foreign affairs, and the present tendency to replace discussion with fear and repression. Dr. Givens said, "We are seeing a lot of attacks on education. Repression and fear are being used to keep us from discussing new ideas. Such attitudes of fear are built by people who do not really believe in democracy; they do not believe in rule by the majority. One solution is to

be found in the spirit of our forefathers who established free discussion and free education. A democracy must be made up of different individuals, each developed to his maximum capacities and free to discuss the problems of democratic life. Out of such freedom has come our public school system, which has given us the ingenuity, imagination, and drive that have made our nation great. We are living in 1952 when all nations are neighbors whether we like it or not. World conditions have made it necessary for us to approach world problems in a military way. The use of arms has a necessary place, but it is not a democratic approach to the handling of world affairs. We must discover also what exists in the hearts and minds of all peoples. The key to both domestic and foreign problems is education. We prepare ourselves as teachers through such conferences as this one. We are seeking here, in a positive and intelligent way, to unify teacher-education and to do even better the job we are now doing. Each of us here becomes important because effective education depends ultimately upon the spirit and competence of each teacher."

"A major challenge to the teaching profession has been, and still remains, the challenge to establish a valid and effective accrediting procedure for institutions which prepare its members," T. M. Stinnett, Executive Secretary of the Commission, said in discussing the objectives of the conference. "Staff-

ing the schools of the nation with qualified teachers is a multiple, not a single problem. The task at the high school level is one thing; at the elementary school level is quite another. In the Commission's fifth annual report on teacher supply and demand in the United States, it was reported that all institutions of higher education throughout the nation this year will graduate 32,443 new elementary school candidates to meet an immediate demand for at least 160,000 qualified elementary teachers. In the high school field, there is a total supply of 62,692 new candidates to meet a demand of 50,000." (Quotations included in this article are from written preliminary reports and addresses given at the conference.)

The Commission, established by the National Education Association in 1946, is responsible for a nationwide program of educational improvement with regard to improved standards in the fields of teacher recruitment, selection, preparation, certification, and working conditions for teachers. Miss Waurine Walker, Assistant Director of Professional Standards, Texas Education Agency, Austin, and a member of Delta Kappa Gamma, served as chairman of the National Commission on Teacher Education and Professional Standards.

The leading ideas produced by the conference group were brought into focus at the last session by a discussion of conference highlights by section observers.

GWEN LUX

EXPERIMENTER EXTRAORDINARY

The second of a trio of modern sculptors who command attention is Gwen Lux, a vivacious young woman with dark hair and flashing eyes who works in her studio on West Fortieth Street, New York. Her contribution to modern sculpture lies in her unusual use of new materials. She thinks wood and stone, the traditional materials of sculptors, are beautiful, but that they are also impractical. She believes that one of these days sculptors will use modern materials entirely.

Those of our readers who have been interested in the equipment of the new palatial S.S. *United States* will be glad to know that Mrs. Lux was responsible for the decorations of the dining saloon in the great ship. All the materials used had to be fireproof, vibration-proof, and light in weight. Traditional materials cannot meet such tests.

For Gwen Lux, interest in materials is nothing new, because even as a child she was playing with plastilene. At the age of eleven she was studying anatomy and head construction; at fifteen she was working in the Pewabic Pottery. The Maryland Institute of



Arts and the Boston Museum School gave her inspiration for a time. Then she worked with Mestrovic in Yugoslavia. Before returning to the United States, however, she apprenticed herself in wood-carving at Halstatt, Austria. Then she had a commission to execute *Eve* for Radio City. Back in Europe during the depression, Gwen Lux studied with a number of moderns in Spain, Morocco and Paris. Returning to America, she

began industrial designing for Steuben Glass, and created a glass mural for Abbott Laboratories.

Her piquant, elfin child portraits, her pensive head of Rachmaninoff, her spirited Toscanini, her portrait of Mme. Chiang Kai Shek are evidences of her originality and delightful approach to sculpture.



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History Should Be a Delight

MIRIAM E. MASON

AS A children's writer who specializes in books of an historical, biographical, and pioneer background, I am often surprised to look back and remember how I disliked the study of history when I was in school.

Perhaps I should amend that verb to "feared." For really I feared and dreaded the study of history. Not having a photographic mind, I could not remember it. I dreaded class sessions and written tests in which I would have to say "I don't know," or stall lamely about

under the stern eye of a teacher saying things which had no significance for me.

History, to me in my schoolbook days, was a thick book printed in small type, illustrated with rather small, dark pictures of men fighting, divided into long chapters with learned-sounding titles, such as "The Beginnings of Ancient Civilization," these chapters broken up into paragraphs headed by small bold-face type phrases: "British Victories in the South" or "Massachusetts a Theocracy."

The fact that those paragraphs were short, and their contents introduced by the phrases, did not make them easier for me to remember. In them, for me, there was no warmth of personal interest. I had no idea what a theocracy might be; I was glad we had squelched the British; Ancient Civilization I supposed to be the beginning of politeness and table manners. At home, when mamma corrected us for rude ways or over-loud voices she would implore us to "act like civilized people."

History, to me, was as dull, hard, dry, and mechanical as mathematics. It was dry, concentrated pellets of information to be gulped down. At intervals we would have "tests," written or occasionally oral examinations consisting of a number of questions similar to the "Information Please" quiz, and with about as much bearing on the student's personal body of knowledge as the average information quiz has. By conscientious effort I usually managed to memorize enough of the facts in the book to make a passing grade.

OF course, I did not attempt to clutter up my mind by retaining any of the facts, which had no bearing on my life or interests anyway. The ones I remembered well enough to give me a passing grade were forgotten with painless speed during vacation.

Now, I read history for recreation, for the sheer enjoyment of it. I spend a good deal of money buy-

ing books which deal with history. I find a tremendous enjoyment in building bibliographies of related historically-flavored material.

How did this happen, and what bearing does it have upon the teaching of history today?

Those two questions have a mutual answer; for the way in which I myself discovered that the study of history was one of the greatest delights has influenced the manner and means in which I have attempted to present that subject.

In my work as a writer, I undertook a series of stories in which the activities of a certain American missionary group were featured. Since the group had begun its work in early Philadelphia, expanding and moving forward with the expansion and movement of the country, I *had* to make sure my background was right. This meant a lot of reading in order to make sure that the stories were completely authentic.

This time the reading was interesting because it had bearing on a subject in which I was interested. Old books that I would have fled from before now became treasure chests. The history book which had seemed so dull and hard in my school days was now a useful reference source. I was grateful to the dull pedants for compiling the useful facts which, meaningless when forced on me as facts, now were vividly significant.

Through the study of this one institution, which might not seem very important to American history

as a whole, I got a stirring and exciting picture of America growing. The institution (it happened to be the American Sunday School Union) marching along with America showed me the history of America as something progressive and unified. I saw early Philadelphia with Quakers in broad-brimmed hats, its illiterate young apprentices, its streets and industries. Not only as a writer, but also as a reader and as an individual, I could feel the thrill of aspiration that might come to the apprentice of that early day when he learned to read one of the lettered inscriptions which you can see, this very day, on a building in Philadelphia.

IT WAS strange to me then how easy I found the learning and study of history. The writing of those twenty stories took me through twenty different periods of American history, and, being a perfectionist where accuracy is concerned, I read a vast amount of history, more than would be required to give me a graduate college degree in that subject.

I thought then, as I still do, how wonderful is the study of history—what a delight. In history, worthily presented, are the starting points to an infinite number of interesting things. History is made by personalities, noble and ignoble. It is carried on by simple human needs, by longings and ambitions, and by curiosity.

When I had finished that group of magazine stories, I wrote my first

"historical" book. It also grew out of my conviction that an interest in history must begin with some personal relation to the student, and that history can be told through a faithful presentation of simple human living.

My book was about Indiana, since I am an Indiana woman. It showed the life of an Indiana community from the beginning, when the state was a wilderness, down to the modern time of radio and electrified farms.

I thought then, as I do now, if a writer could depict faithfully the life and growth of a certain farm, that the readers would have a basic framework of human knowledge to which they could add as much as their aroused interest led them to add.

In my book I brought in all the elements which made up the history of Indiana: the forests, the wild life, salt, malaria, the importance of the pioneer preacher, the early schools, the homes, whose ever-advancing improvement led to the improvement of the community.

Remembering how the difficulty in history had frightened my childhood, I strove by many devices to make my book readable so that children would find pleasure in the gaining of knowledge and not have their attention distracted by reading difficulty. Readability meant for me a certain emotional appeal; humor, perhaps, when a small pioneer boy goes to the log school; and high adventure when a brave

girl rescues her father's seed wheat from the river waters of an Indiana flood—which is an actual fact in history.

I am not sorry that I hated and feared history when I was young, for the transformation in attitude has been a rewarding delight. One of the most truly wonderful things in the study of history is the fact that it continually opens new delights. In the study of history you meet people you wish to know better. Reading their biographies, you are intrigued by the times in which they lived and feel a desire to know more of those times.

As a writer, of course, I see this delight as an impetus and idea toward more books. But the study of history can be just as delightful to the public accountant, the automobile mechanic, or the trained nurse.

Since most people are not writers, however, the interest in and appreciation of history, as well as the desire to use the wonderful material now available in our libraries, must be acquired in childhood.

Summed up, this writer's convictions would be that history should begin early in school with humanized knowledge that will carry all the way through. So often fifth-grade children are jumped into a study of "history" filled with new, unfamiliar concepts, words, and facts, and for which there is no waiting warmth of interest. The terminology should be made very clear at the moment when it is used; civilization, colonies, Viking—such words should be scaled down

and explained, if they are to be used.

Finally, the material presented should relate to the interest of the children to whom it is presented. The simplest fact, properly presented, can spiral out into a vast circle of knowledge.

By the way, did you know that CATS played a highly essential part in the expansion of American civilization?

LET me give a simple example of what I mean by "humanized" knowledge; that is, knowledge brought within the experience range of the very young human being for whose instruction it is intended.

The study of "History" usually begins in the fifth grade, sometimes in the fourth. Seldom does it begin in the third. Yet my personal experience with children leads me more and more to believe that the foundations for a delight in history could and should be laid no later than third grade.

How can this be done? By selecting some phase of knowledge which possesses child interest in itself, yet has some direct bearing upon the knowledge which the young student will be expected to acquire as he goes on.

No field of knowledge is so profound but that it contains elements of the simplest human experience. It is the task of the writer and the teacher to find these elements of child interest and use them to arouse interest in the chil-

dren. From mere interest the young learner proceeds to curiosity and the desire to learn more. Carried far enough, the interest-aroused curiosity leads to learning, for what is learning but the acquisition of new knowledge?

Here at my desk is a book called "Henry Hudson," written by a scholarly man named Llewelyn Powys, and published by Harper. It is not a very easy looking book nor one that is found in most school libraries. The reader of this book must necessarily be a student and a researcher. Almost nobody would choose the biography for recreational reading.

I read it as research for the history textbook which I am writing and which deals with biography. Henry Hudson, as an early explorer, is mentioned in most history textbooks. Fifth-grade children are going to be introduced to him in connection with European surveys in America, particularly those of the Dutch.

But is it going to mean anything to the children? Are they going to be interested in the fact that Henry Hudson, a hired English navigator for the Dutch, went exploring up the river which is named for him?

Is it conceivable that an adult may some day turn from Dagmar and Mickey Spillane to sit down with this scholarly book by Mr. Powys and find delight in it? The answer, I believe, is yes, provided that something contained in this book leads somehow back to a long-cherished interest.

I found my own clue of interest about midway through the book where the historian tells of an August storm, and speaks of the behavior of the *ship's cat* which "ranne crying from one side of the ship to the other." In his scholarly style Mr. Powys concludes the paragraph by telling how in those days every mood and movement of a cat was watched with interest, for cats were supposed to be in league with the powers of darkness.

To me, personally, that paragraph was charming, because I am interested in cats and all that pertains to cats. I raise cats, collect cat books, cat pictures, and china cats. Most of my books have a cat in them somewhere; my own story of Jamestown ("Three Ships Came Sailing," Bobbs) features a cat as a prominent member of the London Company. Yet here, to me, was new knowledge—for I had not known they were supposed to be minions of the devil—and this knowledge is related to a scholarly subject.

I did not enjoy the study of Henry Hudson in my school days, nor did I remember anything about him except to associate him vaguely with "the Dutch" and early New York. What I "had" in school would never have led me to any curiosity about the famous navigator.

Had I read, say in the third grade when stories were beginning to be a great joy, a story about the seagoing cat who sailed in "The Half-Moon" up the river, I should

SHAPING OF NEW TALENTS

Barbara Lekberg is one of the rapidly growing number of college art intellectuals. She received most of her training at the University of Iowa, and developed a mind trained to think for itself. She began as a painter, but discovered she had a poor color sense and gravitated to sculpture.

Her medium is through steel which she combines with synthetics. "Steel," she points out, "won't take a patina, but other metals put on it will. The wonderful thing about it, to me, however, is that it allows you to go into space in a way different from that of other mediums. You feel free, yet at the same time the material gives you a sense of security. You can suggest weight, for instance, while keeping your composition light and lacey."

Miss Lekberg reaches an idea via philosophy and esthetics, and her thinking at present is influenced by what she considers the theory of "esthetic realism." It goes into the relations of art and people and shows that people are happy when their lives are well composed, just as the work of art is good when it is well composed. No matter what

Barbara Lekberg achieves she must be considered with respect as one of the potentials among the sculptors of tomorrow.

People like Lu Duple, Gwen Lux and Barbara Lekberg have broken through old rigidities and initiated a state of mind that allows nothing to remain outside the realm of the possible.



have been warmly interested. The European background, the growth of the colonies—all that would not have mattered. I would have remembered Henry Hudson's name and the name of his ship *because* of that cat and his importance on the ship.

In the fourth grade, studying the biographies of the people who had made America, I should have been delighted to meet again the name of Henry Hudson—the man who had the cat! Now, I would be a little more interested in the man himself and his work as a navigator. Proceeding into the fifth grade with its real study of actual history, I would have been prepared for the efforts of the English and Dutch to find a way through the continent, because I already was interested in Henry Hudson, a real man who really lived and who had a pet cat just as I myself did. In sixth grade, where we delve more deeply into national background and European backgrounds, I would not be so dismayed by the difficulty of the new knowledge because a warm child interest had been established long ago, and it had led to curiosity, and that curiosity, carried into the stern and scholarly concepts of seventh grade might lead to the beginning of learning, and a realization of the delights entailed in learning.

Since most school children will never become real students, it is all the more important that they enjoy history as much as they can while they are in the school. And the

best way to bring about enjoyment is to trace a relationship all the way through the grades, so that the child will see history as a moving procession, not just a lifeless "still."

In the preparation of my own book, which conforms to all the requirements of the Social Studies Standards, I have had hours of downright fun in searching out phases which could be interesting to little children, and yet could somehow lay the foundations for the more difficult study which will come later on.

REMEMBER always that no knowledge is really difficult if you are interested. To use another realistic metaphor, interest in childhood may well be the kindling which starts the fire which heats the water which makes the steam which moves the engine.

Many textbooks seem to be written on the premise that the child's level of reading material is gained by mere "ease" of reading; that is, by the controlled vocabulary and the simple concept. My idea is that "ease," while essential, is not enough; you must have something to make easy. Easy stuff is not interesting unless it tells something interesting.

But history is brimming over with interesting things, and the most scholarly heights may well have a first rung of the most simple information. The cat was one example. Wash-day, and what it might have meant to the New England Pilgrims, is another starting

point. The story of an Indiana salt-lick is another. Animals, beloved of all children, figure more or less in nearly every phase of history and can serve to kindle an interest in numerous other topics besides Henry Hudson. Mosquitoes are some of the most potent villains in history; nearly any child knows about mosquitoes and would be interested in a story about the mosquitoes of Jamestown.

Over and over we have the story of the New England Thanksgiving as a preparation for history, and that is good, provided that it is not taught monotonously. But there is another Thanksgiving Day which makes a charming story, and that is the Spanish Thanksgiving on Majorca Island where Father Serra, Spanish colonizer in California, lived.

All little boys and girls love babies in stories. Would not the story of little Oceanus, the baby who was born on the Pilgrims' ship, make the Pilgrims, and consequently New England, more warmly interesting? And a whole picture of the Oregon Trail with its panorama of American landscape, as well as the push of westward civilization can be seen through the baby's-eye view of Ezra Meeker's infant who traveled the trail with his parents a hundred years ago. Little children might not know or care about the political implications of the Oregon Trail, but they

would be interested in how the baby was kept well and jolly as he traveled the trail.

One of the true delights of history is the way in which you can group new patterns of knowledge, and how your information on one phase can lead to and illuminate that on another. There is no time when this delight can be begun better than in the early grades of school. A child who enjoyed a story about a sea gull, especially if he had seen a sea gull, would be interested in knowing how eagerly the voyagers with Columbus watched those birds, and he might be more interested in Columbus later on, too. And certainly he would be interested in the legend of the desert sea gulls and what they did for Utah.

Too many times history teachers tell the same story about the same character over and over and over until the children feel as the fifth-grade student expressed himself; "All we do is to have the same old stories about Columbus. Sometimes I wish the guy had never been born!"

It is up to us, the writers and teachers, to find new angles of approach to the child's own experience, so that his history study becomes a recapitulation, not just a repetition. We decide whether history for him will be a drudgery or a delight.

I Saw China Change

LAURA B. CROSS

AFTER my thirty and more years of connection with China, I would say that the most normal thing about that land is change. I went out in 1920 to teach English in Bridgman Middle School, a Christian school for Chinese girls. I helped in extra-curricular and administrative work in addition to my teaching. I saw that school grow from 150 girls to one with over 800. I saw their administrative head change from American to well-trained Chinese, and this came in 1923. In the community I saw the American Association of University Women change to the Chinese Association of University Women. I saw the Western Language Teachers' Association, which had been dominated by westerners, take on Chinese leadership. I saw automobiles, buses and airplanes change the traffic and life of the city and countryside. One of the girls, whom I saw brought to our school by an amah every day, riding in a carriage, went on and grad-

uated from medical school. Her daughter, when she came to our same school, rode her bicycle, and I saw her join the Communist Youth corps and go off to join the army. Youth always take to change, and Chinese students were always active in every revolutionary movement against the Manchus, the Japanese, and recently against the Central Government.

So when I returned to Peking in August of 1946 after six years at home during the war I was prepared to find differences. I was glad to find the Japanese gone, for living under them during the occupation had not been pleasant. For ten years there had been no major repairs. It was hard to get teachers, for colleges and schools had suffered during the war. Though the war with Japan had ceased and Peking had been taken over by the Central Government, the whole countryside of North China was full of civil war. Refugees flooded Peking, where there was still peace.

Our school jumped from 600 to 800 girls. As we were a private school that depended on fees to keep going, we had our problems. Many students had no touch with their families and so no funds. Malnutrition was very common, and so we had to give supplementary food to many. But our Chinese and American friends came to our help, for people were sincerely interested.

The Communist underground was very active, for there was a great deal of criticism of the existing government. It took all the wisdom any of us had to prevent overt explosions. But life went on for over two years in the school and the community with the hope that in some way the Chinese would be able to solve their internal revolution which was bound to come. We hoped they could do this by coalition and the moderates playing an active part. But it did not work out.

IN the fall of 1948 when Manchuria fell to the Communist armies, we knew North China would soon go their way. Many westerners left for home. Some of us decided to stay. I thought that after all my years my Chinese friends would know that I was there as a friend of the Chinese. I might differ in political views, but I hoped to be thought of as one who did not take sides in political matters.

Soon the armies closed in on Peking, and for six weeks we lived under siege. Electricity was cut off,

for the power stations were out of the city. Water was cut off most of the time. Trains stopped, for the city gates were closed. We lived on canned goods and drew on our stores. It took endurance to carry on classes with the sound of cannon over the city walls. But our principal, a quiet, courageous Christian Chinese, steadied us all and we carried on.

When the surrender came and the Communist army moved in, it was with a sense of relief that we saw the end of the fighting. The majority of the students welcomed the new regime with joy. The older members said, "It couldn't be worse. It might be better. We'll see."

It was a strange experience to find that what had been considered evil, subversive and unpatriotic, overnight, became honorable, noble and for the good of the people. Those who had been running around secretly in the underground now became the open leaders. When the Party members had their names posted, then we knew to whom we could talk and what.

When our principal had a stroke and had to resign, we put in our dean. He was not a Party member but he was acceptable to them. This helped us. We were lucky to have some of our good teachers as members of the Party, for we did not have to import political leaders who had no interest in the school, and would have been disruptive.

I soon gave up all extra-curricular work. I resigned from commit-



Peacocks and a Career

Whenever you see a highly decorative and beautifully colored bird picture in an art gallery or a mural, it is apt to be the work of Jessie Arms Botke. Mrs. Botke fell in love years ago with peacocks. She had been commissioned to paint a frieze in the dining room of Billie Burke's house at Hastings-on-Hudson. The design called for blue and white peacocks. At that time Mrs. Botke did not know there was such a thing as a white peacock, so she journeyed to the Bronx Zoo to find one. It was love at first sight, and the love has inspired her brush ever since.

Through the years, Mrs. Botke's pictures have shown a predilection for white birds of various kinds—geese, ducks, pelicans, cockatoos. She finds the peacock especially appealing, because the texture and pattern of the lacy tail breaks the harsh mass without losing the simplicity of form which she loves. Wherever she finds a fine public collection of birds Mrs. Botke settles down to paint, sometimes drawing inside the cages for weeks at a time. Her birds are stylized and simplified, never tiresomely detailed.

She and her husband have managed to combine fine art with farming, and they raise apricots, vegetables, and chickens on their ranch near Santa Paula, California. Mrs. Botke does her own canning, and loves to cook. She has had a number of one-man shows, and in the Grand Central Galleries in New York she is permanently represented.

tees of finance, relief, the executive, and stopped being a class advisor. We moved all religious activities into the church and I concentrated on English teaching. If I had to teach unpalatable ideas, I preferred that they be written in good English, so I spent time helping the Chinese rewrite new material. We had to discard *The Gettysburg Address* (too American), *The Necklace* (too bourgeois), *Saki* (it had no meaning), an article on the U.N. (the Chinese were not allowed in the U.N.). We could keep the life of Mme. Curie, for she was a Polish scientist, a patriot, and her daughter is a Communist. Some of the students with "unwashed" minds rebelled at having so much political matter hurled at them. I remember one day in class when we were reading an article on the Russians and the Chinese Revolution, we came to the last paragraph. It told how the Russians came into Manchuria and after but two weeks defeated the cream of the Japanese army and won the war. I remarked that of course there had been some effective fighting elsewhere before. The girls with "unwashed minds" smiled, and some of the others looked up at me quickly. I hastily went on to the next spot. Later I learned to say, "This is what the English means" and let it go at that.

But by and large my relationships were friendly. I attended their indoctrination meetings, watched their propaganda plays, and read their books and magazines. I wanted to understand

what they were thinking. I did not go out on demonstrations or to public meetings where I would be conspicuous. But in the school I was still one of them. At an English teachers' discussion meeting, one day we were discussing John Dewey, anathema to the Communists. They had asked me to explain his philosophy, for I guess even the members who had been told to hate him wished to know why. I asked them if under new situations they should find that what they believe as truth now should prove not to be true, what then? One of the Party members got excited. She said they had the truth now, and it would always be the truth, and that was that. Such faith wins converts, but it needs a closed mind.

There was a genuine feeling in Peking those first two years that progress was being made. Health plans for the country were being pushed. Mass education was spreading. Bookstores with cheap, attractive books were springing up on every corner. Newspapers were being printed in simple language. Communications were greatly improved. Peking streets were cleaned and beautified. And the whole cry was, "We Chinese are standing up. We are doing this all ourselves."

Of course there were many Russian technicians coming in and the picture of Stalin, the big brother, was displayed in all public offices, shops, and schools. But I believe students and many others sincerely believed the Russians were doing

all this only when they were invited to do so.

However, one event may or may not be significant. On Founders' Day of October 1, 1949, the pictures featured in the big parades were first Mao Tze Tung and Stalin. Then followed those of Lenin, Marx and Engels—no Chinese. But one year later the first two pictures were Mao and Sun Yat Sen, and then followed a string of Chinese leaders. Not a Russian was in evidence.

By the end of 1950 came the Korean War. To them America was responsible for it all. We Americans were criticized for listening to the "Voice of America," although we were still allowed our radios. I began to see it unwise to voice any criticism. An open mind was dangerous. If I could not be 100 percent for them, then I must be against them. I was becoming an embarrassment to my Chinese colleagues and friends. I had resigned from the Board of Directors of the local Y.W.C.A. The Chinese A.A.U.W. had disbanded and the Western Language Association had folded up. We Americans were learning what it meant to be unpopular. I had thought as an American Christian I could detach myself from politics, but I found I was an American still, and I was proud of it, though I learned not to emphasize it. My friends still trusted me but they could not show it. The others questioned me. Perhaps I was a government spy there to try to exploit the Chinese by cultural penetration! At any rate I

knew it was time to leave and so in December 1950, I applied for permission to leave.

Leaving does not just happen when you decide you want to go. Compared to some others I had an easy time, but at the time I spent some restless moments while I waited for them to decide to let me go. Finally in April they gave me permission. They let me bring out all my things, which mean much to me now since all ties with China are now broken.

BRIDGMAN still goes on although under another name. The government helps support it and it will follow the Party line, but, even so, the staff there are interested in Chinese girls and I still hope some of its heritage will have an influence.

Now, as I look back over my life in China, I see that the changes of these past two years or so have been far more deepseated than some of the past. The Communists start with the preschool child; they go into the primary school, the middle school, and colleges. They touch every home, every farm, every shop. They organize the recreation, the reading material, the relations to family and community. They teach new loyalties. They call on children, youth, and adults to dedicate their total time, abilities, and efforts to save their country. They glorify sacrifice. All over Peking were the slogans, "Resist America. Help Korea. Save Your Fatherland." And these slogans were sent all over the country.

One cannot understand the

sweep of the movement unless you realize that many idealists have been drawn into its fold. They are willing to suffer if need be. Democratic institutions, such as we know, have not been a part of the Chinese heritage. Food, livelihood, and land are far more important to them than free elections, representative government, and our interpretation of freedom.

Family ties that have held China for centuries have been breaking for decades. Education has played a part in raising the status of women. Industrial life has carried families to new centers. The war uprooted millions and broke the hold of the old family home. Now this movement is making the country the center of loyalty. One wonders if some of these new bounds may not be more restrictive than some of the past. But it would be unwise to credit all changes to this one movement.

It is a staggering prospect with 460,000,000 people under what they call the Democratic Dictatorship.

And yet the Chinese are a practical people. They are strongly nationalistic. The problems improving the livelihood of 460,000,000

are tremendous. Will the people continue to accept the burdens of international wars when they need all their resources to meet internal problems? Will the idealists and moderates be purged or be allowed to influence trends in government policy? Many in the government are not Party members. Will the Russians be the friend to China that many Chinese think they are, or will they overstep themselves in their ambitions for controls? Will the pernicious propaganda against the West, carried on so persistently, cut off all desire to know the West and see that we may have other desires than to exploit them? Will the western nations, including the United States, be able to work out some relationship with the People's Government of China that will enable China to concentrate on her own development and work with other nations rather than against them? Can understanding and trust be restored? To each of these sixty-four-dollar questions I have no answer at present. But my faith in the Chinese people and my faith in America's true friendliness still keep me hopeful.

The Achievement Award

Citation Given at the National Convention

Chicago, Illinois, August 14, 1952

By EUNAH HOLDEN, National President

IN granting the achievement award the Delta Kappa Gamma Society honors each year an outstanding member who exemplifies the noble purposes of this organization. The award connotes accomplishment among women educators in significant service to the profession and to the Society.

The person to be honored today is imbued with vivacity, charm, and poise. Her personality reflects those finer attributes of culture which spring from true gentility. Her enthusiasm fires the imagination of fellow workers; her zeal for worthy enterprise engenders cooperative efforts. Her breadth of interests and insatiable desire to assist mankind find varied expression in community projects, in church work, in educational movement. Her community and state list her

among their prominent citizens. Although never seeking positions of honor, she nevertheless acts upon the premise that the duty of a leader

is to lead. And, over the years, both lay and professional groups have profited by her wise direction. This member has given years of effective service to the Delta Kappa Gamma Society through committee work and by performing the duties incumbent upon chapter, state and national offices which she has held with credit.

There is an old Chinese proverb which reminds that "A bit of fragrance clings to the hand

that gives another roses." Thus it is that, in bestowing the National Achievement Award for 1952 upon one of its distinguished members, the Delta Kappa Gamma Society honors both herself and the worthy recipient, Mrs. J. Maria Pierce.



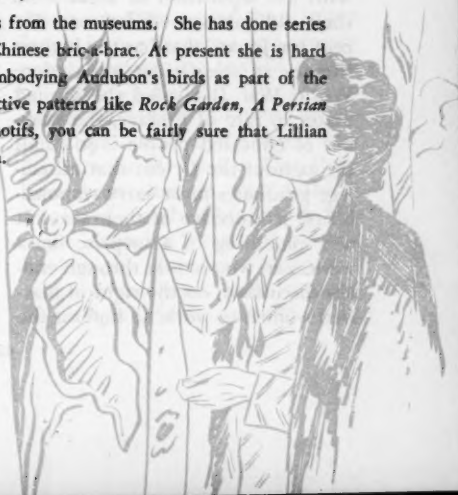
Mural Painter and Designer

Lillian Langseth Christensen

This woman, still in her prime, is an evidence that the typical American success story is not a legend. When she was only fourteen, an age when most adolescents are still floundering about, she knew exactly what she intended to do with her life. She was going to be an artist. Her scribbled drawings throughout her school books told her so. Her teachers, with no very great enthusiasm, found that what she drew in her books was of much greater concern than what she drew out of them. Her parents were wise enough to understand that theirs was a child who would not profit very much from formal education. Consequently, they sent her, shortly after she was fourteen, to Vienna where she studied design under Joseph Hoffman. She spent her spare time delving into the mysteries of the fine arts at the celebrated Art Academy. When she came back to New York at seventeen, Lillian, still working with Joseph Urban, the noted stage designer, found herself the youngest painter of the world's largest mural, that for the Ziegfeld Theater.

The Plaza and other hotels soon gave her additional commissions. She had some fourteen different jobs at the New York World's Fair. When, however, the Essex House asked her not only to create its murals, but to give them support by designing the upholstery, the draperies, the wallpaper, the rugs, the young artist knew that at last she had arrived. She has spent as much time in designing beautiful fabrics as she has in creating murals, because, she says, "The latter are only for a few since only a few can afford them," but when one translates beautiful designs from murals into textile designs and into fabrics that even those with limited incomes can afford, then she has created something that is reaching into the hearts and homes of average people. She has designed and printed the fabrics for the American Export Lines' new ships, for Toots Shores Restaurant, for Mary Chess, and for a number of fabrics exclusive with the Charak Furniture Company.

Mrs. Christensen gets many of her designs from the museums. She has done series based on Spode, Dresden figurines, and Chinese bric-a-brac. At present she is hard at work on a new succession of ideas embodying Audubon's birds as part of the pattern. When you see some of the attractive patterns like *Rock Garden*, *A Persian Legend*, and the innumerable Mexican motifs, you can be fairly sure that Lillian Christensen is back of the original design.



The Contribution of Women to the New Democracies

LOUISE GATES EDDY

"THE World Was Made for Women, too"—this sign over a woman's club in Bombay proclaims a fact that is at last being accepted in the Far East, at least among the educated minority that is determining the future of the new democracies that have emerged with the separation of areas from their old colonial affiliations. Except for Japan, that has the highest literacy in the Orient and before World War II rivaled the United States in rate of literacy, the number of educated people is so small throughout the Orient that all college graduates must carry responsibility, irrespective of their sex. It was something of a surprise for a westerner, who has sat through endless discussions on the right of married women to work, to find on the

other side of the world that most of the women in positions of professional importance were married. The family unit, still prevalent over most of Asia, can free women from home responsibilities to an unusual degree so that heads of schools, hospitals, social organizations, and government agencies are women of professional training who are taking a minimum of time away from their jobs to have their families, returning to carry tremendous responsibilities in the young and newly independent countries.

Educated Women Feel Their Responsibilities

Not only are women carrying professional responsibilities, but giving volunteer service as well. One of the best pieces of adult edu-

cation I saw in the East was a training school for volunteers under the Woman's Bureau in Korea, attended for a period of six weeks by housewives and teachers who were pledged to give time in community service on their return home. In Japan I found women running for membership on Boards of Education, women who before the war had lived secluded lives in cultured Japanese homes. They told me that as the militarists influencing the schools for a generation had been able to educate for conquest, teaching the young minds that Japan's destiny was to rule the world, producing the fanaticism that stimulated the kamakaza pilots to dive their suicide planes into our ships and give their lives without hesitation for their country; so they believed that in a generation the ways of peace could be taught. This they looked upon as the task of women.

Women Are Electing Their Candidates

I came one day into the living room of the charming Japanese home in which we were guests in Kyoto to find my little hostess on her hands and knees before a strip of white muslin on which she was lettering with a brush and black ink, "Vote for Mrs. Yuwasa." She tacked the banner on two bamboo poles and, with her neighbor, started off for a rally of the women of the city, carrying the banner high. They did elect their candidate by a margin of 18,000 votes. This is the kind of courage that one

finds in Japan, where there are today more women in their Diet than we have had at any one time in our Congress. The suffrage movement had been valiantly supported by a small group before the war, but when suffrage was granted suddenly in the new constitution the women, as a whole, were quite unprepared for it. The little Empress, charming as a print of Old Japan in her exquisite lavender kimono, speaking softly talked of the new ways for women, reminding us that under the old civil code a Japanese woman was not supposed to use her head as she did her work about the house! "And now," said the Empress, "we are expected to be intelligent citizens." These new citizens, combining the old traditions of graciousness, courtesy, and selflessness with determination, are helping to lay the foundation for a new and peace-loving Japan.

Women of the World in Cabinet Posts

In the world today there are 11 women Cabinet members. Only one of these is in this hemisphere, and she is in Cuba. In the United States, in our hundred and seventy years of history we have had only one woman Cabinet minister to whom we gave a minimum of co-operation. But in the seven new democracies of the Far East there have been three women Cabinet ministers. In the Philippines, Madame Asuncion Perez, imprisoned during the Japanese occupation with her husband, and watching him die in prison, came out at the

end of the war to be put in charge of all the war orphans of Manila. So successfully did she accomplish that titanic task that she was made Minister without portfolio, in charge of Social Welfare for the whole country.

In India the Minister of Health is Rajkumari Amrit Kaur, the distinguished daughter of the heir to one of the Indian States. When he became a Christian, he gave up his inheritance, and the members of his family have devoted themselves to service for India. "Rajkumari" means Princess, and this stately Indian, wearing now the simple cotton saris of the Gandhi followers, has long served her country. Early she came under the influence of that little brown man, Mahatma Gandhi, who called thousands of young Indians to sacrificial and devoted service to their country.

The Minister of Health faces impossible odds. In a country of 350 million people where by tradition, superstition, and religion the majority of women can be served only by women, there is one trained woman doctor for every 100,000 maternity cases, and one trained midwife for every 50,000. In consequence the maternal and infant mortality reaches appalling figures, so that, in contrast to our life expectancy of 69 years in these favored United States, India has a life expectancy of 27 years. Poverty—an annual per capita income of \$57.00 a year in contrast to our abundant \$1500.00 per capita; hunger—Prime Minister Nehru himself told us

that only 30 percent of his people have ever been adequately nourished; and disease—tuberculosis, malaria, hookworm, have ravaged India for too long, so that one remembers not the beauty and charm and mystery of her torrid land, the haunting sounds, the exotic fragrance of spices and tropic flowers, but the dragging poverty, the whine of beggars, the misery of disease.

At the first meeting of the World Health Organization of the United Nations held in their permanent headquarters at Rome, Rajkumari Amrit Kaur was elected president. India, too, is the only country in the world that has honored a woman by making her head of their delegation to the United Nations. This honor was given to Madam Vijaya Lachshme Pandit, who later became the first woman Ambassador to the United States. I sometimes think these women of the Far East have stripped the nonessentials from life and see their duty more clearly than we whose way has been so much easier into public service. Perhaps they will shame us into carrying our responsibilities as citizens more effectively.

The Moving Story of a Korean Woman Patriot

The third Cabinet member was Young-sin Yim of Korea. Born just before the Japanese moved into Korea after their successful defeat of Russia in the Russo-Japanese war, she tells the story of her forty-year fight for Korea in her new book, recently off the press. Strug-

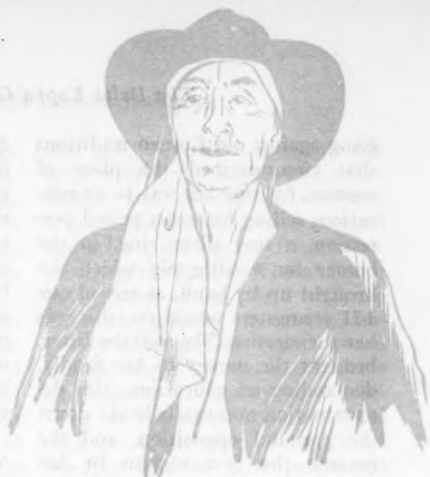
gling against old Korean traditions that circumscribed her place of women, fighting her way to an education, selling her most prized possession, a tiny silver ring, in the bazaar for a little pig which she brought up by hand, as any of our 4-H youngsters would do—this was her preparation. She sold the litter, brought the money to her family, demanding an education. Her determination eventually broke down the parental opposition, and she became the first woman in her privileged family to have a formal education. But her struggles were only beginning, for at school she became the ringleader in opposition to the Japanese who had annexed her country and were encroaching on every area of life, so that freedom and the old Korean ways, so dear to her people, were disappearing. Some of these old ways she wanted to change, others to hold. She threw herself into underground experiences at once harrowing and exhilarating. Secret meetings, arrests, escapes, daring distribution of materials, prison experiences almost beyond recording were her lot as she toughened the fibers of her spirit for ever greater struggles. It is no wonder that a Japanese judge, trying her for her underground work, could say, "If there were a hundred girls in Korea like you, Korea would be free." Always there was in her mind the need for more knowledge that she might really serve her country. To that end she came to the United States, got a scholarship to the University of Southern Cali-

fornia, but was without enough money for an education. In this country, what could a yellow-skinned girl, with slant eyes and hesitant English, do to earn money? Louise Yim, as her American friends know her, learned to drive a truck, trucking through the countryside of California with celery from Utah. She enrolled in high school to perfect her English, going to college at the same time.

Ten years later, with B.A. and M.A. degrees, she returned to Korea, feeling that at last she was ready to "serve her country and glorify God" as she had vowed so many years before to do. But it was not enough that she had a college education. There must be many more educated women than the two colleges then in existence could supply, so she raised money and built the Central Teachers' Training College which has now become Central University and of which she became the president. Here, with a high standard of scholarship, she constantly imbued her pupils with the desire to free and serve Korea. When World War II broke out the Japanese took over the school while she went again into underground activities. At the end of the war she was under sentence of death.

But at the war's end, following the compromises of Yalta and Potsdam, her brave little country that had dreamed of being free found itself not liberated but occupied by two mighty powers, growing increasingly suspicious of each other. The dream of a free Korea

georgia o'keefe



a creative modern

Through the lean years of American modernism, Georgia O'Keeffe went her almost solitary way. She has come into her own, however, and is recognized for the strong, clean-cut character of her painting, particularly her flower studies.

Here she is portrayed in the style of many of her paintings. She lives seventy miles north of Santa Fe in a house which is forty miles from the nearest telephone and one and a half miles from the highway. She says she loves New Mexico, because the country is so big and nothing is impossible.



seemed farther off than ever. But Young-sin Yim could not be daunted. She raised money and came to the United Nations—not as a delegate, for Korea had no official status, but as a visitor, and around the halls she stopped each person she met to tell the story of Korea. So ardently did she plead the cause of her country that, at the opening of the Assembly in 1947, General Marshall, then Secretary of State and head of our delegation, asked that a commission be sent to study Korea. Russia boycotted the commission at the United Nations and never allowed it to enter North Korea. But the Commission did its work in South Korea and recommended that an election be held there. In the first election ever held in the three thousand years of Korean history, well over 90 percent of the people voted, though the Boards of Election were under constant threat from the Communists. What a contrast to our last presidential election when barely 50 percent of those eligible took advantage of their right to vote! By the elected Assembly of Korea, Dr. Syngman Rhee, long a patriot and latterly an exile, was chosen overwhelmingly as the first president of the new Republic of South Korea. Immediately he sent for this young Korean, Young-sin Yim, and appointed her Minister of Commerce and Industry. The men said, "What does a woman know about Commerce and Industry?" But Dr. Rhee remembered how she had sold her little silver ring to get

an education, how she had learned to drive a truck to put herself through college, how she had raised money and built a college for the girls of Korea, and again how she had raised money to plead the cause of Korea at the United Nations, and he said, "She has dreams for her country and I'll trust her."

The Gifts of the Women of the Orient

Such are the women who are laying the foundations for democracy in the Far East. I asked a woman of Asia once what gifts the women of the Orient had for the women of the world. After some moments of thought she replied, "We have two gifts, I think—unselfish service for humanity and a sense of serenity."

I sometimes wonder whether we of the West have the capacity to receive from the East. To receive requires a humility of spirit and appreciation of differences that we seldom take time to cultivate. Truly we have gifts for the women of the world from this eager, bumptious, young country of America, but have we the humility, the quietness of heart to take to ourselves the gifts of the Ancient East, those deeply spiritual qualities that underlie life in civilizations that have developed over centuries, the abiding sense of timelessness that has grown out of generations of nationhood?

If we could give and receive, what a world we might build together!

The

Delta Kappa Gamma Society Becomes International

THE organization of Alpha Province, Canada's first unit of the Delta Kappa Gamma Society, was completed June 7, 1952, in the Georgian Hotel, Vancouver, B. C. The formal dinner for 110 women was followed by a very interesting program and the installation of Alpha Province officers.

To honor the eleven pledges and six honorary members in B. C. who plan to become active members in the B. C. organization, five presidents of border chapters in Alpha Sigma State were present.

They were Miss Florence Smith, Lambda Chapter; Miss Hazel Murray, Upsilon Chapter; Miss Margaret Llewellyn, XI Chapter; Mrs. Hazel Streams, Alpha Delta Chapter and Miss Alberta Schmitz, Alpha Chapter. Other out-of-town guests and members were Mrs. Bearnice Skeen, State President of Alpha Sigma State; Miss Martha Mortenson, National Delta Kappa Gamma Membership Chairman; Miss Edith Shields, State Treasurer; Mrs. Helen Haller, First Vice President; Mrs. Marienne Cadle, State Recording Secretary; Miss

Helen Hostetter, State Corresponding Secretary; and Miss Edna Knappe, State Parliamentarian. The Past Presidents of Alpha Sigma State who were present were Miss Florence Peterson, Mrs. Rachel Royston Knutson, Mrs. Louise Clement, and Mrs. Helen Roos. Eighteen members came from Oregon State, and 12 chapters were represented by members from Alpha Sigma State.

Mrs. Edythe Salvesen, National Vice President, represented Mrs. Eunah Holden, organizer of the new chapter. She was assisted by Mrs. Skeen, Mrs. Haller, Miss Kay Collins of Burnaby, British Columbia. Helping Mrs. Salvesen with general arrangements were Miss Marian Greer and Miss Jean Bailey of British Columbia.

A tea in honor of the Vice President, Mrs. Salvesen, and members in British Columbia was given in the afternoon by Mrs. Austen Taylor at her home on Granville Street. A program was presented with Miss Greer as general chairman, a welcome by Miss Kathleen McKillop, a response by Mrs. Skeen, and a skit reviewing the history of the Delta Kappa Gamma Society presented by members of Gamma Chapter of Alpha Sigma State. The Founders of Alpha Sigma State were asked to pour.

Mrs. Salvesen officiated during the initiation, which was arranged by Prudence Wolf, Sylpha Cole, Marie Eines, Kay McKillop, and Effie Hill. Mrs. Skeen, Mrs. Knut-

son, and Mrs. Roos assisted Mrs. Salvesen in the ceremonial. The members of Lambda Chapter acted as escorts for the Alpha Province initiates.

Presiding at the banquet, Miss Jean Bailey introduced the members at the head table and the initiates. This fostered good fellowship, which was evident during the whole evening. Toasts and responses were given by Mrs. Roos, Miss Collins, Miss Smith, Mrs. Knutson, Marian James, and Mrs. Louise Clement.

Music for the occasion was furnished by Mrs. Francelia Radcliffe, accompanist, and Miss McKillop, who sang several beautiful solos. The songs, *God Save the Queen*, *America*, and *O Canada* inspired all to sing.

Mrs. Salvesen, with her challenging topic "Broadened Horizons," was thoroughly enjoyed and appreciated. During the speech all realized the obligations, duties, and high purposes which confront members of Delta Kappa Gamma. Miss Greer responded in true Delta Kappa Gamma fashion to Mrs. Salvesen's address.

Miss Collins was elected the first president of the chapter. The State Officers of Alpha Sigma State conducted the installation of officers.

May there always be a strong international unity and deep understanding among our members across the border.

MARTHA MORTENSON,
National Membership Chairman.

SOME ASPECTS OF EDUCATION IN ECUADOR

DOROTHY D. SMITH

GETTING out of one's own country and viewing other educational systems is a valuable experience for any of us who have spent many years working in one type of educational program.

In this short article I propose to describe some of the educational conditions in Ecuador as it has been my privilege to observe them during the past several months working with educators of this beautiful country.

Since this is a republic trying to practice democratic procedures, the president, vice president, the members of congress and the mayors of the towns and cities are elected by the people. Beyond these all governmental officers are appointed by the party in power. The church and state have been separated for

only a little over fifty years, so public education is struggling to maintain itself. The president-elect, who takes office on September first, has indicated his interest in supporting public education.

All schools are directed through the Ministry of Education. The minister himself may or may not be a person who is active in educational work at the time he is appointed but must be someone agreeable to the party in power. For that reason, and since changes come often in the top governmental offices, there seems to be little chance for a stable educational program to be established. With each change in personnel at the top of a ministry the policies are likely to be changed.

Under the Ministry there is a



The Little Old Lady of Eagle Bridge

Within the short space of ten years, Grandma Moses has established herself firmly in the hearts of millions of American people. She is so typically American that thinking of and painting only the American scene is to her the most natural thing in the world. She never took an art lesson in her life. She does not make comparisons between herself and other painters. Sincere, unpretentious, talented country woman that she is, she loves the earth and much that is on it. She has learned how to communicate her feelings about it to an eager world.

On September 7 she was 92 years of age. Her pictures have crossed the ocean and have been received in Germany, Switzerland, Holland, France, Austria with the greatest enthusiasm. Some of the critics say that because she takes us back to an almost vanished rural simplicity we believe the past has never

really stopped. Of course, we find in her paintings a sort of poetry. It is true that we get out of any art experience primarily what we bring to it. Grandma Moses, however, would be the last to say that the past has stopped, because she knows that past and present are inseparable, and the past has in it much of the present, and the present much of the past. She is painting the lasting things, not only what she remembers of yesterday, but also what she feels and sees today, and so she is painting for many tomorrows. Probably no one more than Grandma Moses would deplore the idea of her being called a great artist. She thinks art is just the best way of doing something that needs to be done. Perhaps one of the best tests of really good art is how many people respond to it with happiness, and unquestionably this is what she brings to thousands of those who look at her paintings.

director of education in each province (there are seventeen of these) and two school inspectors. Again these persons may or may not be persons who are actively engaged in educational activities. These are the persons who most closely affect or carry out the directions of the Ministry of Education in the local schools.

Schools are of three types in Ecuador: fiscal, municipal, and private or confessional (largely confessional). The fiscal schools receive their financial support from the central government, the municipal schools are supported by the municipalities, and the private or confessional schools are supported by various churches. Because of this organization any small community may have all three types of schools. The financial support of any type of school seems to be very inadequate with little prospect for greater financial support in evidence. The last congress adjourned without providing for the salaries of all teachers. Because of inadequate financial support, salaries are low and the preparation of teachers is not too high.

There is a compulsory attendance law for children of ages six through 14, but it is not enforced because there are not enough classrooms to take care of all of them nor enough teachers to teach them. As of the year 1950-1951 the average enrollment per elementary classroom was between 53 and 54 children. Should all of the children of school age be forced into

school, there would need to be approximately four times as many classrooms and teachers as there are in action at the present time. Most of the schools are segregated as to sex from the first grade through the sixth and also in secondary schools. Mixed schools are largely private schools. The "primary schools" include grades one through six and the "colegio" (secondary schools) are six years in length except for the rural normal schools. More than half of the children who enter first grade drop out at the end of their first year. The drop-out continues throughout the primary school. Only about three percent of the students who enter primary school continue into secondary schools.

Teacher education is provided in urban and rural normal schools. This preparation may be followed by further preparation in universities located in several cities. Students are admitted to normal schools following the completion of the primary school. In the rural normal schools the students have two years of academic preparation, followed by two years of professional and academic work. In the urban normal schools the academic preparation is four years, followed by two years of professional work.

The dominant method used in teaching at all levels is a dictated, memorized, handing-back-to-the-teacher in words as dictated, and examination type of teaching. There is little provision made for laboratory work in any of the

sciences where students are expected to think for themselves and to draw conclusions on their own. Children are not taught to think for themselves, nor are they expected to understand what they read. In classes which I have visited in normal schools one can almost see students grasping for words they have seen on a page in some book to give back to the teacher. Little emphasis has been put on having students express their own ideas in their own words or to develop initiative on their part. The usual test for first grade children at the end of the year for reading is whether or not they can pronounce the words in the newspaper. This they call reading. I have seen a teacher work for an hour to get from children one idea out of each of four paragraphs. Why, then, expect normal school students to express their own ideas?

NO more than half of the classrooms in Ecuador are in rooms that were planned for schools. Many are in buildings rented by the Ministry that are located beside public sidewalks or on the central plaza of the towns. Many classrooms have no windows, so the only light is that which comes in through the one or two doors or provided by a very small electric light bulb hung in the center of the room. Once in a while we find a classroom which is provided with fluorescent lights. This is usually the result of a great deal of effort on the part of the teacher. In the

area where the earthquake of a couple of years ago was most devastating, there are many schools where one complete wall of a room still has not been repaired. In the rainy seasons such rooms are very cold and damp. No wonder that children have colds constantly when classrooms are like this and their homes are no more comfortable.

Some teachers work closely with the *Padres de Familia* (P-TA) for getting books, more modern furniture, and added teaching materials necessary for use with children. They also are an aid in helping to make the room more attractive. All the materials which the children use in school are carried back and forth from home in their school bags. When the Ministry or municipality furnishes a teacher for a classroom it feels that its responsibility has been fulfilled. In some of the classrooms one will find only benches for the children to sit on or not enough seats for all children to be able to sit down at one time. One small blackboard may be provided for the teacher to use for demonstration purposes or she may use one of the walls in the room for such a purpose. She may even be required to make her own chalk if she is to have any for use. On the other hand, especially in some of the urban classrooms, one will find a fairly adequate classroom situation. This seems to be largely dependent upon the educational vision of the director or director (principal).

The curriculum, according to our standards, is a very concentrated one. It would seem as though the purpose in each year of schooling was that as much information as possible should be crammed into the heads of the children. Whether children really learn to read to get new ideas and to use those ideas or whether the information presented is useful seems to make little difference as long as they are capable of repeating much of it verbatim. In one third grade where I was visiting this past spring the teacher and the children were talking about rectangles, triangles, right triangles, acute angles, obtuse angles, and parallel lines. Where they might be found around them or where they might be used seemed to be of little concern to the teacher. Square root and cube root are taught in fifth and sixth grades, as well as all the practical measurements and applications of percentage which we find difficult for our eighth grade children to master. How these can be made more meaningful if they have to be taught is surely a difficulty! Methods for presenting such topics in terms which can be meaningful to the boys and girls are surely problems for us to try to help these educators solve.

ONE experience which I shall never forget is the type of final examination they give at the end of the year. Two examiners are appointed by the Ministry of Education for each school. Each school

sets up a schedule for the examination for each class. The teacher decides what she wishes to present. Then at the appointed hour the examiners, parents, and other interested persons appear, and the teacher proceeds to demonstrate what the children have learned in the course of the year. If the examiner is not satisfied with what he has observed, it is his privilege to ask the children any questions he wishes to satisfy himself that the children are prepared for their promotion. In one class where I observed this process the principal finally came in and asked the examiners if they did not wish to speak with the parents concerning what they had been observing.

Thus, I say, it is good for many of us to have an opportunity to work in schools other than our own. What might be the best procedures to use in improving schools in another country is surely a large question. Which people are advocating change and how such changes can best be accomplished is a moot question and one which will require the use of all the techniques personnel know concerning human relations. The educators of any country are proud! Those of us who are asked to work in such programs need to become skillful, sympathetic technicians when working with these people in the solution of their educational problems in order to help them reach their envisioned goals. It is truly a great challenge and privilege!

MOODS OF SEA AND SKY FROM CAPE COD TO FLORIDA

Helen Sawyer is a slight, dark-haired, warm personality who is unquestionably one of America's most gifted painters. She is the wife of Jerry Farnsworth, and together they conduct painting classes and do their own creative work either in Cape Cod or Sarasota, Florida. Adept at capturing the moods of sea and sky under changing conditions, Helen Farnsworth has interpreted the Cape in all its varied aspects, because she has lived there every season of the year. She



has painted sparkling days when the dry easterly gives a pure, undiluted quality to the light. She has captured the effects of a gray, lowering landscape when stormclouds are scudding across the sky. She never tries to interpret a specific scene or place. It is rather a kind of absorption of the world that she sees about her, a kind of interpretation of the rhythmic quality of the nature that she loves.

She looks at her subject matter or pieces of it for days, weeks, sometimes years at a time. She paints bits of it, and these sketches or miniature paintings are a kind of shorthand for the ultimate picture. Sometimes the impression in nature is so fleeting, passing so quickly, that she must seize it before the moment has passed. Months later she may complete the picture she has planned.

Some of her most delightful pictures are of circus folk, the kind of people she sees at the Ringling Brothers Circus headquarters in Sarasota. There she wanders around on the Circus lot, and often the clowns, acrobats, and other performers can be found posing in her studio.

Her paintings are rich in color, sometimes almost iridescent. She uses oil, water color, casein, the medium which will best serve her purpose.



The President's Page



HOW can I convey to you, my fellow members in Delta Kappa Gamma, what is in my heart and mind as I set out on the great adventure of the national presidency?

First, and foremost, of course, is the strengthening realization that, though the way ahead is an unknown one, any obstacle in that pathway will serve simply as a challenge to the talents and abilities of our great membership. *Together* we can accomplish anything which we set out to do.

This brings our thought to the necessity for learning and practicing

those skills which will enable us to work together effectively and harmoniously. We need to cultivate the art of listening; we need to improve our skills of communication; we must develop a talent for the give-and-take which is the heart of democratic living. Let us join hands—from Maine to California, from Florida to Washington, across the sea to Hawaii and over the border to Canada—and pledge anew our loyalty to the purposes and aims of our beloved society.

Let us look ahead to 1954 in Boston when we shall celebrate

our Silver Anniversary together. *What shall we bring to Delta Kappa Gamma on that great occasion?*

Can we bring to Delta Kappa Gamma evidence of chapter membership *study and action* which has made itself felt in the educational progress of communities throughout this country.

Can we bring to Delta Kappa Gamma new chapters in foreign lands to implement our purpose of spiritual fellowship with women teachers in other countries?

Can we bring to Delta Kappa

Gamma a special anniversary gift of fifty thousand dollars to be used to provide fifty scholarships for advanced study for women in education, and thus prove our belief in the purpose of equal opportunities for women?

Can we bring to Delta Kappa Gamma our undivided loyalty and our faith in her power for good?

The answer, my dear friends, lies in the heart and mind of each of us. *Together* let us strive to make our Silver Anniversary on occasion for jubilant rejoicing!

To Strengthen World Freedom

Through International Exchange of Persons

MARGARET BOYD

IN THIS critical period of our history, the difference between peace and war may be spelled by many separate actions both in government and in our day-by-day activities. Among these we would rank high the program which we first called "Peoples Speaking to Peoples." In Delta Kappa Gamma this tremendous interest in international education finds expression in our foreign scholarship program. At any educational conference which bears either directly or indirectly on this program, we are always deeply impressed by the conviction expressed by all the leaders that this is one of the most effective ways to achieve world understanding.

As the retiring Foreign Scholarship Chairman, we have frequently been asked to map out this program for an individual chapter.

This we were loath to do. We believe this program can be as wide and as varied as are the interests, the sympathies, and the imaginations of our members. However, we think this article will give some practical suggestions to meet this need. We also have two other hopes regarding this report: (1) that those who are unfamiliar with certain aspects of international education will gain a broader knowledge of its aims and objectives, (2) that through these new insights they may find the desire to develop some type of foreign scholarship activity.

In viewing the field of cultural interchange we believe two facts should be kept in mind. Our objective is to create mutual respect and understanding, our aim is to share, perhaps to trade ideas on the common ground of friendship

Swedish Furniture Design

In America

About twelve years ago, Greta Magnusson Grossman, the talented Los Angeles furniture designer whose designs are now known from coast to coast, came from Sweden to Southern California. She and her husband had come by way of the Orient because of submarines in the Atlantic. They came to visit. They were so enchanted by the country that they stayed. Her husband is British, but Mrs. Grossman herself is of Viking ancestry and possesses a kind of Viking intensity. She has a rather rugged physique, which is fortunate, because she insists on doing a large part of the manual work for her designs herself. She says that it must be done that way; otherwise, you do not bring out the spirit of the design and make of it an integrated whole.

She studied industrial designing in Stockholm, specializing in furniture, textiles, and

metal work, and served a year as an apprentice to a cabinet maker. For eight years she had her own establishment in Stockholm, including a workshop for upholstered furniture. In the meantime she was studying architecture at the Royal Academy and took frequent trips around Europe visiting factories and exhibitions.

Probably Mrs. Grossman has had more to do with the advent and the popularity of modern furniture than any other single individual. She believes that it is an answer to present conditions, that it has developed out of our own preferences for living in a modern way. She thinks it expresses our habits and our tastes. Mrs. Grossman believes that because our ways of living and entertaining are simpler than those of a generation or so ago; because our food is simpler; because we want fewer rooms, fewer doors, fewer accessories, that we prefer, generally, chairs with straight legs rather than those with crooked, carved ones which collect dust and germs and are hard to keep clean. She thinks we are sensitive to matters of health and sanitation, and that clean, swift lines without decoration bring overall harmony and effectiveness to our rooms.

Greta Grossman designs her own textiles for the hangings and upholstery which soften and enrich the austerity of her interiors. She herself works at the loom. She uses brass and copper effectively, and she likes a few pieces of excellent pottery for the accent of color and form.



and trust. This business of intercultural exchange is a relatively new venture in our foreign relations. The oldest American organization in the field is the Institute of International Education—and it is only thirty years of age. The programs officially sponsored by the Department of State have been in operation for less than half that long. In this comparatively short time we have made rapid and significant progress.

In 1951 more than 10,000 leaders, specialists, lecturers, editors, teachers, and students have been given United States government grants to make possible the largest two-way exchange in our history. Right now there are more than 31,000 students from 121 countries studying on 1,400 American campuses. Most of these students are financed by the nearly 500 private agencies, among them units of Delta Kappa Gamma, which are giving invaluable support to the program.

However, this story of our achievements cannot be told by statistics, either of peoples or dollars. It is impossible to estimate the influences or the forces which have been stimulated as those from other lands mingle with us or we, in turn, approach those of other cultures.

In viewing the necessity of expanding our program we should note, not only our own participation, but also a major change in Soviet tactics. Cultural exchange has become a tool of Soviet propa-

ganda. There is a constant stream of hand-picked delegations going into the Soviet Union; they go out to spread the information that the Soviet Union desires to be spread. Likewise there is a constant stream of persons going out of the Soviet Union. In 1950, some 39,000 persons, athletes, leaders of arts and sciences, ballet, and top musicians, were sent out on propaganda missions.

In spite of the huge sums of money we are spending abroad, we are often told that we are not particularly popular or respected in the world. Some of this is due to false propaganda directed against the United States, some to the fact that we have had too little experience in mingling with those who differ from us. But, in addition, peoples of other countries have a false picture of the United States. Recently a teacher from the Netherlands remarked, "Why doesn't someone tell us how living in America really is?" While we cannot assume that just bringing peoples from other lands to these shores and sending Americans abroad will improve understanding and relations among nations, nevertheless those working in the field are convinced that an intelligently planned and skillfully executed exchange-of-persons program is a lasting contribution toward good will and security.

The Government Program

Most of us remember when the exchange-of-persons program of our

government was a very modest affair. Today the Department of State has a program which is substantial in character and extent and which involves cooperation with other agencies of government and with private agencies as well. By maintaining a two-way street for the exchange of knowledge and skills, this program seeks to strengthen democratic forces among the free nations, to expose the fallacy of Communist propaganda, and to correct misconceptions about America. In order to reach these objectives, the Division of Exchange of Persons administers or supervises programs which provide grants-in-aid for exchanges. It also gives non-financial services to encourage and assist desirable exchanges sponsored by organizations and institutions, international agencies, individuals, and other governments.

During the year 1951, more than 7,800 persons received grants for exchanges between the United States and 70 foreign countries. Of these, 6,291 were invited to the United States for study, training, teaching observation or research, but primarily to see for themselves how American democracy functions. A total of 1,528 Americans received grants to undertake similar activities abroad through which they carried the truth about America to other lands.

The specific purposes of the governmental program are set forth in the Smith-Mundt Act, whose objectives are to enable the United

States to promote a better understanding of our country by other countries and to increase mutual understanding between peoples of other countries. At present two types of exchange are stressed, so-called leader type of exchange and the teacher type of exchange.

Under the former the exchange professor not only conducts regular university courses but acts as consultant to educational authorities, lectures before popular audiences, prepares texts and research materials for publications, and participates in other projects of the cultural relations program. Upon returning home, they widely share what they gather in their travels through articles, lectures, and research instruction. Thus they broaden the channels of professional interpretation of knowledge and information.

The program for exchange of students and teachers, as distinguished from specialists, is conducted by the Department of State, in cooperation with the Office of Education and the Institute of International Education. Students selected under this program are chosen on the basis of individual merit, potential value to the United States, educational, cultural and economic needs of their country, relative values of chosen fields of study, and a knowledge of the language of the country.

One cannot say, for example, what is the government program for enabling foreign teachers to visit the United States. There is

no one program of exchange. There is one program for British teachers, another for Finland. There is also often an inter-relation of administration and financing. The teacher's visit could involve the Smith-Mundt and Fulbright Acts, the UNESCO Sponsored Fellowship, and the assistance of a private organization, such as Delta Kappa Gamma. Travel expenses might be paid from foreign currency funds authorized by the Fulbright Act, tuition fees and maintenance in the United States by Smith-Mundt dollars, while orientation, hospitality, and other kinds of help by a Delta Kappa Gamma group, acting in cooperation with the Institute of International Education.

UNESCO and the Exchange of Persons

UNESCO made a vital contribution to the exchange of persons with the publication of *Study Abroad*, an international handbook listing 21,000 fellowships, scholarships, and grants-in-aid. This volume offers the clearest picture yet given of study opportunities abroad, fields now adequately served, and the gaps which remain for governments, institutions, foundations, and organizations to fill.

UNESCO itself now offers 175 fellowships, many of them contributed by government and organizations. In addition, it is administering some 50 others. Typical of the donated fellowships handled by UNESCO are 9 from

the American Chemical Society, 10 from the British Film Producers Association, 5 from British newspapers, 64 from the Canadian Council for Reconstruction, 27 from the London Lord Mayor's fund for experts in children's education, 26 from Australia for countries of Southeast Asia, and 4 from the Norwegian Government. UNESCO also offers advice on private scholarships and stimulates the provision of training opportunities in many fields.

The Institute of International Education

The Institute of International Education is the non-governmental, non-profit American agency uniquely responsible for creating better understanding among the peoples of the world through the medium of educational exchanges. Since its founding in 1919, it has facilitated scholarship awards for 16,000 foreign students here and U. S. students abroad. It has brought over 400 outstanding authorities from 35 countries for lecture tours, and has advised more than 500,000 persons on their foreign study and teaching plans.

The Institute believes that the exchange-of-persons program will increase in effectiveness as organizations and individuals through the country become increasingly aware of this important aspect of international relations. The Institute has opened five regional offices, in Chicago, Denver, San Francisco, Houston, and Atlanta. The directors of these regional offices will

serve as stimulating agencies in identifying and assisting other agencies and institutions to perform various services in this field.

Again we are reminding you that the exchange possibilities are limitless. There are many opportunities for people to study here and for Americans to study abroad. But, of the thousands of scholarships offered throughout the world, most are not complete with international travel, travel and incidental expenses in the other country, room and board, and tuition. In most cases, only part of this is offered. For each scholarship over a hundred apply, and yet many of these are unused. This is usually because the candidate is not able to find funds to finance the rest. Organizations working in this field can give you names of many students who have been accepted by American colleges and universities as scholarship students but who, even though their board and lodging in this country are assured, have had to turn down the award for lack of supplementary dollars (a minimum of \$300) for incidental expenses.

What Can You Do?

And now YOU, an individual member or a chapter of Delta Kappa Gamma, what can you do? First, to arouse interest:

1. Discover what foreign teachers are visitors in or near your community. A list may be secured from the NEA or the State Department. Write to nearby universities

for information about visiting students, professors, and lecturers from abroad.

2. Invite visiting teachers to visit your school, speak in your community or at your chapter meeting, so you may learn of their country.

3. Prepare a list of teachers who have studied and taught abroad and include these teachers in your programs.

4. Acquaint your colleagues with the objectives and the nature of the exchange program as well as with the requirements for participation.

5. Devote a chapter meeting to the subject of the interchange of persons. Source materials might be:

- Building Roads to Peace—Department of State*
- To Strengthen World Freedom—Institute of International Education*
- News Bulletin—Institute of International Education*
- Two-Way Street—Department of State*
- Trading Ideas with the World—Department of State*
- The Record, Vol. V, No. 2—Department of State*
- One Road to Peace—Institute of International Education*
- The UNESCO Fellowship Program—Department of State*
- Student and Travel Opportunities Abroad—NEA*
- Study Abroad—UNESCO Relations Staff, Washington, D. C.*
- The Fulbright Act and the Smith-Mundt Act—Department of State*

Now you have decided you wish to assist in an exchange activity.

This is a more ambitious program financially than the hospitality or interest programs mentioned above, but its possibilities are as varied as the people of the

world and its influence can reach to every corner of the globe. You determine your goal—it is estimated that it costs approximately \$2,600 to \$3,000 to bring a student to the United States for an academic year. A breakdown might be:

| | |
|------------------------------------|---------|
| 1. Ocean travel | \$400 |
| 2. Travel in the United States.... | 100 |
| 3. Tuition and fees, academic year | 400 |
| 4. Room and board..... | 1,000 |
| 5. Health and accident insurance. | 20 |
| 6. Clothing | 100 |
| 7. Incidental expenses | 250 |
| 8. Books | 25 |
| 9. Vacations, travel, maintenance. | 200 |
| 10. Administrative costs..... | 125 |
| | <hr/> |
| | \$2,620 |

As you will recognize, these are the very minimum, but remember you need not do this alone. This may be attempted by a combination of chapters, your state organization, perhaps your region. You may receive a substantial part of this from a government program. This also may have many types of variations. If, for example, you raise the sum of \$3,000, you may do more good by offering to pay the room and board of three students than by defraying the entire costs of only one student. You may wish to maintain a student already in the United States at a summer seminar from 6 to 8 weeks, cost, approximately, \$300. You may wish to give a clothing allowance to a destitute student. No sum is too small to be of assistance in this flow of persons. Who will help you?

The following is offered as a working guide to those who may

wish to participate in the field of exchange. All of these organizations are ready to advise you on your program. Many also will accept your funds to complete a scholarship project which they already have under way.

- American Association of Colleges for Teacher Education
State Teachers College, Oneonta, New York
- American Friends Service Committee
20 South 12th Street, Philadelphia 7, Pennsylvania
- American National Red Cross
Washington 13, D. C.
- Carnegie Corporation of New York
522 Fifth Avenue, New York 18, N. Y.
- Institute of International Education
2 West 45th Street, New York 19, N. Y.
- National Education Association of the United States
1201 Sixteenth Street, N. W., Washington, D. C.
- World Student Service Fund
20 West 40th Street, New York 18, N. Y.
- Division of Exchange of Persons
Department of State, Washington, D. C.
- Unesco Relations Staff
Department of State, Washington, D. C.

What steps shall you take?

Here is a list of steps your group should take once it decides to take part in the exchange of people between the United States and other nations:

1. Appoint a group to study the various possibilities for purposeful exchanges suggested in this booklet.
2. Consider possibilities in the light of your community's educational, social resources, its need and interests.
3. Choose the type of exchange which best suits the desires and needs of your community.

4. Arrive at a rough calculation of the costs of the proposed exchange.

5. Raise the necessary funds among members of your organization and other interested groups, trying to interest as wide a participation as possible.

6. Explore the possibilities of assistance through the Government by getting in touch with the appropriate agency.

7. Write to a national organization which will assist you and give you helpful advice.

8. Work closely with that organization to make your project effective by

Selecting qualified persons to exchange.

Seeing that they are placed where they can carry out their project most effectively.

Briefing them on the aims of the exchange and the countries to which they are going.

Seeing that they are welcomed and receive cordial hospitality.

9. Make sure your community obtains all possible benefits from your overseas guest.

It is impossible here to give the valuable comments which would give direction to the visit of your guest. Without elaboration, may we suggest the following:

1. Give local communities fuller information on the exchange persons (nothing is more important than friendly association with the American people).

2. Let your visitors see smaller communities.

3. Show them normal homes.

4. Open the way to community contacts.

5. Encourage more citizens to assist you in your program.

6. Do not try to hide America's defects.

7. Do not crowd the visitors' schedule.

8. Entertain them in your homes during the holidays.

9. Let them go to homes where common interests may be found.

10. Let us be humble and friendly, let

the visitors contribute to us, cultivate a follow-up relationship with visitors.

11. Make certain they are adjusted to America before asking them to speak; do not exploit them with too many speaking engagements.

12. Do not present foreign visitors as curiosities but as friends with mutual interests.

13. Make sure they see all the major aspects of American life.

Perhaps we have opened your eyes to new possibilities in our foreign scholarship program. We believe the material means for carrying out some plan exists within the membership of each group.

Many of us have just returned from the Third National Conference of the United States National Commission for UNESCO. Here we felt the challenge, "UNESCO, A Mission for Every Man." At this conference, we studied the means by which we can foster the growth of understanding by increasing the number of opportunities for meetings of minds—through conferences, exchange of persons, correspondence, books, periodicals, analytical reports. We returned home with a determination that just as we can remedy the bodies of men—malaria banished from Greece, venereal disease from harassed lands—so can we affect their spirits. To this end may we reexamine, as individuals and as chapters, our foreign scholarship hopes and our possibilities. Let us then determine on those goals which are practical and then let us work to make those hopes come true.

Wanda Gag

(pronounced Gaag to
rhyme with jog)



Born of Austro-Bohemian parents in a little town in Minnesota, Wanda Gag early displayed the creative inclinations which later were to take her to a well deserved fame and to a place of distinction among graphic artists and illustrators of children's books. Her father was an artist himself. During the week, in order to support his large family, he decorated houses and churches, but on Sundays, according to his daughter, for his "inner satisfaction," he painted pictures in his attic studio. The whole family apparently had a creative urge, but the father's dream of having a formal art education, which he cherished all his life, was doomed to frustration.

Wanda was fifteen years old when he died, leaving her mother with seven children. Characteristically, Wanda assumed the responsibility for the education and welfare of the brood of seven. Her father had said as he lay on his deathbed, "What Papa couldn't do, Wanda will have to finish." With indomitable determination, she saw all of the children through school. She helped support them by doing drawings for the juvenile supplement of the Minneapolis Journal, and from one thing to another she went on to finish her own art education. In 1923 she found herself, partly through reading Thoreau's *Walden*.

Probably she is best known to teachers of children for her delightful illustrations of *Millions of Cats*, *Snippy and Snappy*, *The Funny Thing*, *Wanda Gag's Storybook*, *Tales from Grimm*, *Snow White and the Seven Dwarfs*. Hers is also a typical American success story. Battling the most incredible obstacles, she never deviated for one moment from her intent to carry out the mission her father had imposed upon her when he gave her the task of finishing the things that he had not been able to do. Not only is she a delightful artist, but she is also a distinguished writer. Her autobiography set down in her diaries, covering her experiences from her fifteenth to her twenty-fourth year, constitutes a rare document in adolescent psychology. Her diaries are frank self-projections of a complete human being. Hers has been an eventful and exciting life, but she has achieved an exceptional maturity and an integrated personality rarely found. She has a spiritual humility that is surprising, as well as an unlimited egotism. Hers, however, is an adult and enlightened point of view.

Across The Editor's Desk



IT IS appropriate for us to be reminded frequently of the contributions women are making to the life of our times. In a previous issue of this magazine we assembled reminders of the significant ways in which women have helped to mold civilization. In another issue we pictured and retold moments in the career of great women teachers.

In this issue we are suggesting the cultural additions contemporary women are making to the fine arts—in sculpture, painting, designing. It is a stirring recital of the pioneering work being done in many fields by the women of our times. There is no need to ask whether the creative abilities of women are being utilized to make the world a freer, more beautiful, richer place in which to dwell. It might be pertinent, however, to inquire whether there is comparable creative, inspired work in teaching—the greatest art of them all.

* * *

The attention of our readers was drawn in the September number of the *News* to the noteworthy broadcast made by several of our outstanding members during the time of the National Convention. The broadcast had to do with the re-

sponsibilities of professional women to their respective communities and to the part that they ought to play in community life. All of the members of the panel were members who, by their outstanding leadership in their respective organizations, have demonstrated ably the truth of what they were talking about.

The director of the broadcast was so pleased with the panel that a recording was made and a transcript of that recording is available to those who wish it. Write the Northwestern Reviewing Stand, WGN, Chicago, Illinois, and ask for the copy of the broadcast which was made on August 17, 1952.

It is suggested that the subject matter of this broadcast would make excellent material for a chapter program or even a regional program.

* * *

The members of the Publications Committee that acts as an advisory group to the Executive Secretary, who serves as editor of the publications, have long felt that we are devoting too much space in the *BULLETIN* to the recital of the deaths among our membership. All the members of the Committee agree

with the editor that we should do honor to those of our number who have left us. The question of how to do it best and still keep within reasonable space limitations has been a perplexing problem. It is a vexatious one with the editors of all such publications.

The Publications Committee, therefore, by unanimous vote, have suggested that we give merely the name, the chapter affiliation, and the date and place of death, henceforth. Our members will note in this issue the very long list of deaths. It is a depressing experience to list these deaths each time the BULLETIN goes to press, and as the list grows longer the psychological effect upon our readers is necessarily in proportion. We hope that you will approve the change.

* * *

State and chapter presidents should note that theirs is an important responsibility in channeling information from the National Convention to their respective units. Much difficulty will be obviated if the state presidents do as some state presidents we already know about have done, and make it their responsibility to circulate among all their chapter presidents specific information concerning the various changes that were made by the National Convention and items to which special attention should be drawn. The chapter presidents likewise have a similar responsibility in informing the members of their chapters concerning these changes. We have made strenuous

efforts to acquaint the membership at large with the outstanding changes that were authorized by the convention. We should like to believe that every member who receives the *News* reads every item, but the many confused inquiries that come into this office indicate that such is not the case. We are, therefore, urging that all members look to their chapter and their state presidents for information and direction concerning these important changes.

* * *

We counsel your attention to the seven items contained in the Executive Secretary's report that have to do with enlarging our service. Item 6 is a particularly important matter. It becomes imperative that all of us who are interested in the organization of new chapters should insist that the members of the new chapters be properly oriented. So many confused inquiries come into this office with respect to things that ought to have been clarified by the organizing officers that we know some such advice is needed.

We should also like to ask very vigorously for the cooperation of those persons in charge of the organization of new chapters in giving us at the earliest possible moment a list of your needs for organization. This is an extremely important matter and many of our difficulties with respect to absorbing new chapters into the organization will be obviated if we take these precautions.

M. M. S.



They have gone
Where there are no shadows, no doubts, no yearnings,
Where fellowship is a great reality.

Alabama

Miss Mildred Prolsdorfer of Epsilon Chapter in Mobile, March 21, 1952.

Miss Kitty Shepherd, also of Epsilon Chapter, on February 26, 1952 in Mobile.

Mrs. Gladys Morton Jones of Upsilon Chapter on May 4, 1952 in Shreveport, Louisiana.

In Wetumpka, Mrs. Margaret Macon Ruffin of Phi Chapter on July 27, 1952.

Arkansas

Mrs. Rebecca Young Taylor of Omega Chapter in Marianna on March 21, 1952.

California

Dr. Dorothy Culp Merigold of Epsilon Chapter on November 4, 1951 in Los Angeles.

Miss Mabel Gilbert of Epsilon Chapter on December 5, 1951 in Los Angeles.

Miss M. Burney Porter of Epsilon Chapter in March, 1952.

Miss Florence Gordon Mason of Epsilon Chapter on May 8, 1952 in Los Angeles.

Miss Mary Elizabeth Frick of Kappa Chapter in Los Angeles on June 11, 1952.

Miss Ida Richartz of Alpha Theta Chapter in San Francisco on July 8, 1952.

Colorado

In Denver on June 5, 1952, Mrs. Margaret Mendenhall Smith of Alpha Chapter.

In Greeley on March 10, 1952, Miss Edith Heath of Delta Chapter.

Miss Josephine Simmons of Delta Chapter in Greeley, June 27, 1952.

Florida

Miss Norah Norton of Delta Chapter in Jacksonville on November 8, 1951.

Mrs. Gertrude Daboll of Mu Chapter on December 19, 1951 in Dade City.

Mrs. Allene Turner of Mu Chapter in Great Neck, Long Island on December 18, 1951.

Georgia

Miss Kate Stewart of Epsilon Chapter on November 25, 1951, in Columbus.

Idaho

Mrs. Margarete L. Sargent, State Honorary member, on June 2, 1952 in Fort Worth, Texas.

Illinois

Miss Anna Groves Myers of Gamma Chapter in Decatur, June 28, 1952.

Miss Dorothy Hoddinotte of Alpha Sigma Chapter on August 15, 1952 in Fond du Lac, Wisconsin.

Indiana

On June 17, 1952 in La Porte, Indiana, Miss Elsie Wilhelmina Magnuson, of Gamma Chapter.

- Miss Florence Hamill of Omega Chapter in Indianapolis on August 8, 1952.
Miss Hazel Abbott of Alpha Eta Chapter on February 5, 1952 in Indianapolis.

Iowa

- Miss Ivy Willhite of Omicron Chapter on May 8, 1952 in Muscantine.

Kansas

- Mrs. Julia Perry Baldivieso of Mu Chapter in Gainesville, Florida on May 3, 1952.
Miss Maude Elizabeth Minrow of Phi Chapter in Emporia on June 17, 1952.

Kentucky

- Miss Fannie Loewenstein of Alpha Chapter in Louisville on January 23, 1952.
Miss Ona Belle Demaree of Alpha Chapter in Louisville on September 1, 1951.

Louisiana

- Miss Enola Charnley of Beta Chapter on April 6, 1952 in Alexandria.
Miss Frances Bennett Horton of Gamma Chapter on June 19, 1952 in Baton Rouge.
Mrs. Mary MacRaven Johnson of Gamma Chapter on April 27, 1952 in Leland, Mississippi.
Miss Anna Ruth Nuttall of Zeta Chapter on April 2, 1952.
Mrs. Alletta T. Flowers of Alpha Beta Chapter on May 21, 1952 in Jena.

Maine

- Mrs. Ada Andrews of Gamma Chapter on May 5, 1952 in Hallowell.
Mrs. Eva Willey of Gamma Chapter on June 2, 1952 in York.

Massachusetts

- Miss Mary Janet Austin of Alpha Chapter on August 4, 1952 in Chicopee.
Miss Julia E. Dickson of Gamma Chapter on June 1, 1952 in Boston.

Michigan

- Miss Elizabeth T. Zimmerman of Epsilon Chapter in Kalamazoo on June 26, 1952.
Miss Bessie Florence Kiefer of Nu Chapter in Marshall on May 27, 1952.

Minnesota

- Mrs. Myrtle Hooper Dahl of Gamma Chapter on March 18, 1952 in Mound.
Miss Agnes Linehan of Gamma Chapter on October 27, 1951 in River Falls, Wisconsin.
Miss Eugenia Ziermer of Gamma Chapter on October 27, 1951 in Minneapolis.
Miss Eleanora Ferguson Deem of Zeta Chapter on April 29, 1951 in Union City, Indiana.
Mrs. Maude Irle Harvey of Zeta Chapter on March 24, 1952 in Minneapolis.
Miss Nina Rauk, State member, on March 31, 1952 in Spring Grove.

Missouri

- Mrs. Esther H. King of Beta Chapter in June, 1951 in Mexico.
Miss Ella Victoria Dobbs of Beta Chapter on April 13, 1952 in Macon.
Miss Roberta Lee Howell of Beta Chapter in Columbia.
Miss Nell Leslie of Epsilon Chapter on June 27, 1952 in Springfield.
Mrs. Lucy McMahan, State member, on March 30, 1952 in Vichy.

Montana

- Mrs. Jessie Scott McCoy of Nu Chapter on June 3, 1952 in Miles City.

Nevada

- Miss Sarah L. Lewis of Alpha Chapter on April 13, 1952 in Corvallis, Oregon.

New Jersey

- Miss Edith Elizabeth Brander of Alpha Chapter on February 5, 1952 in Newark.

New Mexico

- Mrs. Nelle Lovell Hauser of Mu Chapter on May 13, 1952 in Tucumcari.

North Carolina

- Mrs. Mabel E. Burton of Alpha Chapter on July 18, 1951 near Cincinnati, Ohio.
Mrs. Eleanor Watson Andrews of Epsilon Chapter on September 22, 1951 in Salisbury.

North Dakota

- Mrs. Helen H. Porter of Beta Chapter on April 22, 1952 in Sioux Falls, South Dakota.

Mrs. Eva S. Schairer of Epsilon Chapter on January 28, 1952 in Ypsilanti, Michigan.

Miss Evelyn Jolliffe of Eta Chapter on September 4, 1951 in Rolla.

Miss Emma Thompson, State Member, on March 8, 1952 in Jamestown.

Ohio

Miss Evelyn Carlton of Epsilon Chapter on May 9, 1952 in Medina.

Miss Cora Elizabeth Day of Nu Chapter on March 19, 1952 near Kansas City.

Miss Emma Cramer of Alpha Beta Chapter on June 15, 1952 in Portsmouth.

Miss Effie Shackelford of Alpha Beta Chapter on April 12, 1952 in Ironton.

Miss Olive Elizabeth Ikirt of Alpha Iota Chapter on July 28, 1952 in East Liverpool.

Mrs. Blanche Thompson of Alpha Pi Chapter on April 15, 1952 in Mt. Vernon.

Miss Ora Hanna of Alpha Phi Chapter on January 18, 1952 in Cedarville.

Miss Linnie R. Buker of Alpha Psi Chapter on June 27, 1952 in Zanesville.

Mrs. Elizabeth Grover Love of Beta Alpha Chapter on March 17, 1952 in Marion.

Oklahoma

Mrs. Helen Colburn Ringo of Beta Chapter on May 12, 1952 in Chicago, Illinois.

Mrs. Laura Abigail Clubb of Delta Chapter on January 15, 1952 in Kaw City.

Miss Josephine A. Hodnett of Theta Chapter on March 29, 1952 in Union City.

Miss Minnie Shockley of Chi Chapter on July 18, 1951 in Salt Lake City, Utah.

Oregon

Miss Lorene C. Herman of Gamma Chapter on April 2, 1952 in Portland.

Miss Alpha L. Johnson of Gamma Chapter on April 3, 1952 in Eugene.

Pennsylvania

Miss Helen Rose of Epsilon Chapter on June 20, 1951 in Kansas City, Kansas.

Mrs. Zola Hoyt of Epsilon Chapter on September 18, 1951 in Indiana.

Miss Lavon Eleanor Ferree of Iota Chapter on August 5, 1951 in Oak Hill.

Rhode Island

Miss Catherine E. Hanley, State Member, in June, 1952 in Pascoag.

Miss Grace M. Reynolds, State Member, in August, 1951 in Providence.

South Dakota

Miss Millie Heidepriem of Alpha Chapter on January 24, 1952 in Rapid City.

Texas

Mrs. Ceile Norman Israel of Zeta Chapter on May 20, 1952 in Waco.

Miss Florence Rau of Alpha Beta Chapter on April 22, 1952 in San Angelo.

Miss Jessie Rucker of Alpha Delta Chapter in 1951 in Paris.

Mrs. Mary Woodward Doak of Alpha Sigma Chapter on April 20, 1952 in Lubbock.

Miss Julia Perkins of Beta Alpha Chapter on January 26, 1952 in Rusk.

Miss Sammie Weatherall of Beta Xi Chapter on May 6, 1952 in Paducah.

Mrs. Irene Sherred of Beta Upsilon Chapter on June 3, 1952 in Fort Collins, Colorado.

Mrs. Beatrice Liem of Delta Gamma Chapter in July 1952 in Center.

Mrs. Mary Pearl Fincher, State Honorary Member, on March 29, 1952 in Houston.

Utah

Miss Eleanor M. Dyer of Alpha Chapter on May 29, 1952 in Salt Lake City.

Mrs. Lydia Holmgren Tanner of Delta Chapter on June 16, 1952 in Ogden.

West Virginia

Miss Etha Nash of Alpha Chapter on April 29, 1952 in Huntington.

Miss Jennie A. Wood of Alpha Chapter on May 6, 1952 in Huntington.

Wisconsin

Miss Nellie M. Wightman of Lambda Chapter on July 16, 1951 in Richland Center.

Mrs. Cora Anson of Mu Chapter on April 2, 1952 in La Crosse.

ANNUAL REPORTS

of

THE NATIONAL PRESIDENT

THE NATIONAL EXECUTIVE SECRETARY

THE NATIONAL TREASURER

of

The Delta Kappa Gamma Society

**TO THE NATIONAL EXECUTIVE BOARD
AND THE NATIONAL CONVENTION**

**AUGUST 12-16 INCLUSIVE, 1952
CHICAGO, ILLINOIS**

ANNUAL REPORT OF THE NATIONAL PRESIDENT

1952

“WHAT is past is prologue” to the future. Although our yesterdays do not solve the problems of today, they are indices of progress and point the course for action. During this biennium, the marked progress of the Delta Kappa Gamma Society has resulted from fine chapter leadership, from the devoted service of state and national officers, and from the untiring efforts of committee personnel. Together we have moved through a very difficult period of transition.

How can the achievements of our Society be evaluated? In the amount of money spent on scholarships and foreign fellowships? In the number of fruitful conferences with potential teachers? In the biographies written of pioneer women educators? In the legislation fostered by our members? In part, it is the sum total of these and the accomplishments of a thousand chapters as they have advanced the improvement of the profession.

But the contributions of the Delta Kappa Gamma Society are broader and more intensive than can ever be indicated in a composite report. For the spiritual impact of its many facets has reached into the personal lives of over 43,000 members; it has vitalized one of the

most important of professions; it has stimulated voluntary contributions of money and services to peoples around the world. Every action has “touched on some chord that will vibrate in eternity.”

Fortunately, freedom of action is still our priceless heritage. Our nation attained it at a great price, and we must cherish it at all costs in our private, civic, and organizational life. We covet our rights to debate issues, to vote freed from pressure, to make mistakes and to correct them, to project changes.

It takes years of concerted effort and painful bruises sometimes to translate dreams into realities. It is essential for us to envision the preliminary steps to accomplishment, to maintain a sense of direction, and to rise above the small disappointments that fret those dreams to tatters. Pale resolution is not enough; courageous, continuous action is required.

During the past two years there has been ample evidence that Delta Kappa Gammas are willing to sublimate their personal views, to relinquish their mental heirlooms of prejudices and wishful thinking in order that they may cooperate in the total advancement of the ideals conceived by the Founders. Har-

mony has been promoted because the opinions of the minority have been listened to respectfully and because the program agreed upon by the majority has functioned.

There is a growing realization that apathy frequently results from lack of information. Consequently, at the four Regional Meetings, time was given for consideration of basic national problems. The keen interest of those present was reflected in the free discussion which, at the Northeast Regional, lasted almost a half day. Many members expressed their appreciation for these opportunities to gain an integrated view of the main principles underlying the operation of the Society.

Committee Work

Continuity of committee work has been interrupted this biennium by the election of chapter and state officers with the attendant changes of committee chairmen and personnel at corresponding levels. Although the end result (the attendance of experienced state officers at National Conventions) is consummated, the functioning of committees has necessarily been impaired somewhat.

Sickness, death in the family, unexpected additional professional duties, postponement of retiring chairmen in passing on the accumulated materials of their office have always harassed national as well as local committee chairmen. The fact that the National Convention convenes in August makes it impossible for any incoming National President to appoint national com-

mittees very early in the school year. Actually, several months are required for their organization.

Therefore, national committee materials formulated and sent to state presidents and to state chairmen reach chapters after the year has well begun. Usually these suggestions are for use during the biennium and not for only one year. At present, committee work cannot be perfectly synchronized except in alternate years.

For the most part, committee work is an on-going program which changes little fundamentally from one biennium to the next. Each chapter should familiarize itself with the basic purposes of all committees so that it may move ahead with long-range planning.

In the broad scope of committee activities, there may be some overlapping. However, it is not necessary for chapters to stress equally all committees each year. Small chapters report keener interest and better results when primary attention is rotated among committees. Selection may be made on the basis of local needs or national projects.

The National Society has a definite responsibility to furnish information concerning the nature of committee work to each new chapter as well as to established ones. Members want definition of duties of officers. They need to have at hand a reference guide which outlines the framework within which each committee operates and which supplies suggestions predicated upon successful ideas.

To satisfy these long-standing needs we recommend that:

The Society authorize the National Executive Secretary to prepare and publish a pamphlet setting forth the customs, policies, procedures and rulings of the Society, including the procedure for organizing new chapters, sound practices and ideas for all standing committees at all levels, duties of all officers, and such other related information as shall be helpful to the membership; the said pamphlet to be reviewed and approved by the National Publications Committee before publication.

Foreign Expansion

Possibly the most significant event of the biennium was that of the Delta Kappa Gamma Society becoming an international organization. On June 7, 1952, in Vancouver, British Columbia, the first foreign unit of the Delta Kappa Gamma Society was founded. Seventeen outstanding educators from Vancouver and environs constitute Alpha Province; and, before long, two additional members who could not be present that day will be added. Six of the group had been honorary members of chapters in Washington.

Amid palatial surroundings, initiatives and the National Vice President were honored at an afternoon program tea. Later, Washington State officers assisted with the formal initiation and installation which preceded the formal banquet at the Hotel Georgia at 6 p.m. Nearly a hundred members from

Oregon, Washington, and British Columbia listened to the informative address delivered by the National Vice President.

Alpha Province has received an initiation scarf, brass bowl and candlesticks from Oregon and Washington members, and an engraved gavel from Texas. It has made an auspicious beginning and promises to carry high the torch of the Society in Canada. Thus the purpose "to unite women educators of the world" has gained added meaning this year.

Authorization for founding Alpha Province was voted by the Dallas Convention which gave the National Officers the right to proceed. On December 29, 1951, National Officers, without a dissenting vote, instructed the National President or someone designated by her to undertake the establishment of a chapter in British Columbia (if conditions were favorable) and to enlist the assistance of Alpha Sigma State as a sponsor.

The Washington State Executive Board had previously advised action toward establishing a foreign unit; for there was a nucleus of twelve teachers living in British Columbia who held honorary membership in Washington chapters. The National Committee on Foreign Organizations, which had been commissioned to study the problem, also recommended to the National Officers founding a unit in British Columbia.

The National President with the cooperation of Washington State officers proceeded with plans which

were brought into fruition on June 7, 1952. It was with deep regret that the National President had to forego presiding at this historic occasion; but a sudden relapse of a sick member of her family forced her to cancel the appointment.

There are a few important matters related to foreign expansion that should be resolved. According to the provisions of the National Charter there is no direct authorization for the establishment of chapters in the District of Columbia, in Hawaii, or in Canada. It provides only for organization in states of the United States. The Charter should be amended to permit organization of units wherever the Society deems them advisable. According to the advice of the Secretary of State in Austin, it will be necessary for the Executive Board to approve the substance of such an amendment to the National Charter and for the Board to authorize employing a lawyer to perform that legal service for the Society with the Secretary of State in Austin, Texas.

Accordingly we recommend that:

1. The National Charter of the Delta Kappa Gamma Society be amended to permit the Society to create, promote, and supervise organized units throughout the world.
2. The National Officers of the Delta Kappa Gamma Society be empowered to employ an attorney (a) to draw up the proposed amendment (necessary to expedite foreign expansion) and (b) to secure its

adoption in compliance with regulations of the laws of Texas.

For several years chapters have been encouraged to show special courtesies to outstanding foreign teachers who are studying in their country. In some instances, these persons have been granted honorary membership. It might be well to consider some aspects of our responsibility to these foreign members after they return to their homes. How can we finance sending them the publications of our Society? How can their interest in our program be kept alive? Are these honorary members likely to be the key educators in their respective communities when the time comes for foreign expansion? With the unsettled world conditions, it seems apparent that expansion, especially in non-English speaking countries, may be delayed for some time.

World and Community Service

Recognition of the philanthropy of Delta Kappa Gammas was given by the appointment of a National Committee on World and Community Service. Within recent years, a number of chapters have listed service activities under various titles. The National President believed that a national committee might furnish information on vital world needs and supply names of creditable agencies through which chapters may channel their gifts for distribution abroad.

The newest phase of activity has met with pronounced success, as indicated on state reports. More

than one press reporter has featured this interest of an educational group in spreading goodwill. (The Women's Division of School Administrators has also added the service phase to their program.)

Countless communities have felt the impact of Delta Kappa Gammas contributing themselves. One Indiana chapter organized English classes for thirty displaced persons, mostly Latvians. Twenty of these members participated as teachers for an hour and a half each Monday night during the school year.

New Mexico held demonstration programs before civic and professional groups in an attempt to arouse public interest in services offered at the three state schools for the blind, the deaf, and the crippled children. In Colorado, members sponsor an opportunity school for handicapped children. New Jersey promoted a drive for funds for research on muscular dystrophy.

A Kansas chapter interested the public in the plight of Navajo Indians. Nevada employs an effective plan for welcoming new teachers. In Arizona, Delta Kappa Gammas made forty-nine hospital gowns for an old people's home. Through CARE Arkansas members sent a plow to a Greek farmer.

State reports indicate that donations have been made to retired teachers, tubercular patients, veterans' hospitals, Frontier Nursing Service, Salvation Army, Crusade for Freedom, the World Brotherhood in Honolulu. Boxes of supplies have been shipped to France,

Holland, Pakistan, Hungary, Korea, England, Japan, Yugoslavia, India, Arabia, Greece, Germany, and Austria.

Through these multiple world and community projects, Delta Kappa Gammas have demonstrated unmistakably their profound interest in local and global conditions. They have built many bridges of understanding. Although the addition of a committee may at first have been questioned, there is abundant proof that we have given formal recognition and encouragement to organized aid. As Emerson once said, "Every noble activity makes room for itself."

Scholarships and Foreign Fellowships

The scholarship and foreign fellowship programs are inexorably linked with promoting world understanding and with selective recruitment. A large number of states have granted state scholarships and/or foreign scholarships; an increasing number of chapters provide scholarships to future teachers.

Virginia has adopted the policy of alternately bringing a foreign teacher to this country and sending a Delta Kappa Gamma abroad. In other states, chapters dignify the award by inviting the family and friends of the recipient to be present when it is presented. A few chapters present future teacher scholarships at high school commencements and at college assemblies.

Thirty-five of the state presidents reported having amounts in their

state scholarship funds totaling approximately \$125,000. This year these states gave nearly \$30,000 in scholarship awards. From this incomplete record, one may judge something of the scope and importance of this impressive investment in the training of teachers. It emphasizes the need for determining criteria for scholarship aid and for the necessity of screening applicants carefully.

During the biennium, the four winners of National scholarships have brought honor to themselves and to the Society. There will be sufficient money in the National Scholarship Fund to support a third national scholarship in 1953-54, provided that the stipend of all three scholarships is kept at \$1,250 each. (There has been some sentiment expressed over the country that these scholarships should be loans and not gifts in order to assist more applicants.)

The National President is of the opinion that the present policy of the Society should be continued and that a third scholarship should be initiated rather than increasing the stipend of the two which have been in effect. Therefore, we recommend that:

1. The existing national scholarship foundations be made \$50,000 so as to allow a stipend of \$1,250 for each national scholarship.

2. A third national scholarship of \$1,250 be established for use in 1953-54, and all material governing the granting of the national scholarships be so changed as to include

this third scholarship to be known simply as the Delta Kappa Gamma National Scholarship.

Selective Recruitment

Our Society has long been recognized nationally for its successful efforts in selective recruitment. Practically every chapter has regularly accepted the responsibility of encouraging youth to enter the profession.

Ever since a Delta Kappa Gamma in South Carolina founded the first Future Teacher Club, chapter members have given impetus to this plan of providing limited observation and exploratory experiences to potential teachers. Interest continues unabated.

Although finding desirable replacements for the profession assumed major attention, the need to retain trained young teachers has also been emphasized. Delta Kappa Gammas have assisted these novices in finding those deep satisfactions from teaching that can never be recorded in a pay check or in a Who's Who of the Profession.

Research

The experiential background of the thousands of our members constitutes a huge reservoir of resources for research. In these complex times teachers seek assistance in defining and redefining their tasks. The advice and changes propounded by pedagogical experts, real or alleged, are valuable only when they have been tested and approved by good teachers. In the last analysis, these are the persons who must determine

which of many proposed changes are actually sound and which of them can be implemented with the limited money and personnel that are usually available. The Delta Kappa Gamma Society is in a strategic position to elicit and to make available information concerning the opinion of teachers on the value of various proposed improvements in schools, in professional courses, and related areas.

Public Relations and Legislation

Delta Kappa Gammas have zealously defended schools against unjust criticism and, by increasingly making their influence felt in community life, have strengthened the relationship between the public and school personnel.

For example, members in Mississippi participated in the Woman's Cabinet in Public Affairs. Nebraska assisted financially and with service the Business and Professional Women in their state campaign to secure an equal pay amendment to the Nebraska Constitution. Great strides have been taken in holding joint meetings with AAUW, ACE, League of Women Voters, Quota, Phi Delta Kappa, the Horace Mann League, etc. These activities have focused attention upon the high purposes of the Society and advanced public recognition of its program of work.

In an attempt to obtain broad coverage, chapters are employing facilities of radio, press, and television. Oklahoma had three scripts made for tape recording, two of which were by professionals at

WNAD. These scripts may be rented by chapters for a nominal fee for use over their local stations.

Publications

During this administration two important publications have been printed. Early in 1951 *Song Book Four* was released for distribution; and in June, 1952, the pamphlet entitled *Morale—An Answer to Teachers' Welfare* brought to a successful culmination the splendid research project of the special committee on Teacher Welfare and Morale.

Home for Retired Teachers

The question has been posed regarding the advisability of a retirement home for teachers and for Delta Kappa Gammas particularly. Enough is known from past experience of retired persons and from surveys and studies to set forth two observations: (1) A large number of retired persons do migrate from the place of their former employment. For them retirement means new places, new growth, longer life. Surveys show that Florida, Southern California, and certain areas on the Gulf Coast attract the largest number of people at or near the retirement ages. (2) It has been found that the pensions of the majority of retired teachers must be supplemented by savings, special living conditions which bring costs below national averages, part-time employment, or assistance of some kind.

States which welcome retired personnel have already proposed a

solution to this problem. They have suggested that teachers' organizations at local, state, and national levels collectively sponsor neighborhood villages within easy reach of a city but especially built for their retired members. California and Florida already have many colonies of retired people. Information concerning desirable plans may be secured from the State Supervisors of the Retirement Research Division. While such a project may interest many members, the Society should first investigate all angles before crystallizing opinion.

Special Reports

(a) It had been hoped that the special committee named by the Dallas Convention could interest some outstanding writer in using the collection of fascinating biographies of pioneer women teachers. Although the committee did make a number of fine contacts, it was unsuccessful in finding an author who had the time to devote to the project. We suggest that efforts be continued during the next administration to secure someone interested in making this material available to the reading public.

(b) Early in the biennium a special committee was appointed to gather information for the Planning Committee concerning the cost of constructing an adequate, functional headquarters building. The committee considered the type of building desirable, the space requirements of a growing office force, and the methods by which the project might be financed.

The report stated that a one-story and basement building with approximately five times the area of the present offices could be erected for approximately \$125,000. The monthly rent could be applied toward amortizing the debt with money from the Permanent Fund used as the down payment. The lot owned by the Society and appraised at about \$40,000 could be put up as security.

The committee pointed out that fraternal and professional organizations which own their office buildings are freed from difficulties of moving and from pressure of exorbitant increases in rent.

The information gathered by the committee was received by the Planning Committee and filed. Perhaps in future years the Society may wish to give further consideration to permanent housing. But the National President suggests that discussion of the question be postponed because the lease on the rented headquarters building does not expire until April 14, 1956.

(c) Perpetuating the traditions through pageantry enriches chapter life. There is a demand for more materials suitable for use on Founders' Day and at Birthday celebrations. We suggest that the president-elect appoint a special committee to add to the compilation of appropriate ceremonies begun during 1950-52 with a view to publication.

Administration

The work of this office has been exacting but exceedingly interest-

ing, even though it has been carried on under severe handicaps of three serious illnesses and of death in the family. The hundreds of messages of encouragement and appreciation which have poured in from Delta Kappa Gammas in every state have reinforced our courage, have spurred on our efforts, and have given us resolution to complete the multiple tasks of this biennium. For your splendid cooperation in every enterprise, we are deeply grateful.

As long as members and officers remember that they are the trustees

for the practices, standards, and policies of this Society, they will be sensitive to progressive action. Through sustained effort and harmonious concord the purposes of the Delta Kappa Gamma Society will be carried on with greater eagerness, courage and honor for the good of the profession through the years to come.

"Achievement, of whatever kind, is the crown of effort, the diadem of thought."

Respectfully submitted,
EUNAH HOLDEN,
National President.

ANNUAL REPORT OF THE NATIONAL EXECUTIVE SECRETARY 1952

IN THE interests of streamlining this report at the request of the National President, we are presenting the briefest possible treatment. Any phase of the report could be expanded indefinitely.

Office Administration

Although our membership roster continues to grow substantially and our service demands increase proportionately, we are trying to operate with a staff of the same size as we have had for several years. Since 1945 the net membership of the organization has increased more than 100 percent. Yet we have been able to make no provisions for increasing our office personnel to cope with the steadily mounting service demands. It is axiomatic in organization business offices that for every one thousand new members a new employee should be hired. We not only have been unable to increase our personnel, but we also have no modern business equipment. We have no duplicating facilities of any kind; our addressograph is antiquated and worn-out; we possess no modern dictaphone or audiophone; we have entirely inadequate safe storage equipment for the archives of the organization.

An increasing amount of the time and energies of the Executive Sec-

retary and the Treasurer must be devoted to routine clerical work which should be performed by competent office personnel so that the efforts of the two officers named could be used exclusively in the performance of the specific duties assigned to them. Because of the conditions noted above, the two officers are unable in any year to secure the vacation time allotted to them, and sometimes more than two years pass without any vacation time afforded.

We have toyed with the idea of presenting a detailed job analysis of the work done at your Headquarters' Office, but we have decided to defer that analysis in the hope that a way may be found to come to grips with the increasing business complexities of an office delegated to, but not designed for, serving the interests of 45,000 members and 1,019 chapters. Our needs are these:

1. An increased wage scale commensurate with the demands of adequate stenographic and clerical service.
2. Greatly enlarged personnel.
3. Adequate office equipment.

A prominent businessman, who does a great deal of work for the Society and who visits the office frequently, said the other day, "You have a state setup, but in no

way are you equipped to handle the needs of a national organization. Even for a state office your staff is hopelessly inadequate."

Publications

The preparation of the BULLETIN, which has taken on some new aspects, and the *News* has occupied a larger amount of time than usual. Apparently the new features that we have introduced into the BULLETIN have met with general approval. Dozens of letters attest that fact. More and more the need for expert editorial assistance is apparent.

It becomes an increasingly difficult task to secure for the BULLETIN the kinds of contributions consonant with the dignity and purposes of the organization. The selection of articles, insofar as possible, has been motivated by the desire to catch reader interest and stretch readers' horizons. We have tried to include stimulating information about a variety of educational and service activities, many of which do not come within the individual's orbit of experience.

In the *News* we have attempted to give our readers a sensible distribution of items of educational interest, summaries of articles, of distinctions that have come to some of our members, a perspective of state activities, some direction for committees, some help for organizing officers, and so forth. Inevitably there is a difference of opinion as to what the *News* should do and on what it should focus attention. Some members think that it should

be a work sheet to be utilized by officers and chairmen in the performance of their obligations. Others think that there is value in a summary of distinctive state and chapter projects. The editor is always faced by the necessity of effecting a happy compromise.

We continue to need provocative articles of real merit. The deadlines for the BULLETIN are September 1, 1952; December 1, 1952; February 1, 1953; April 1, 1953. We should be glad to have articles sent us for consideration, with a clear understanding that consideration of the articles does not assure publication. Articles reach us frequently which are in need of a great deal of editing. Sometimes the subject of the article has been treated adequately on previous occasions. Sometimes it is not in line with the other contents. Frequently articles presented for editorial reading are poorly organized and are too lengthy. The fact remains, however, that we should like to feature as often as possible representative articles from our members the country over. An analysis of the content of our articles for the past five years shows that we have surveyed a great many fields of educational service and endeavor. We want to raise the standard of our BULLETIN to a much higher level, and we need the active cooperation of many of our members to attain this end.

All members of the National Publications Committee assembled in Chicago on October 6, last, to

discuss the policies of the national publications, the format, and plans for ensuing issues. The meeting was highly profitable.

The following items of information may be of interest to our members. Figures of circulation indicate our growth in membership. In June, 1951, 43,656 copies of the BULLETIN were printed. In June, 1952, 45,625 copies were mailed. The circulation of these publications rises phenomenally each year. Likewise the costs of printing and postage increase proportionately. In September, 1951, the cost of the *News* was \$765.82. In May of this year it had risen to \$815.39. The Fall, 1951, number of the BULLETIN cost \$7,688.80. The Summer, 1952, number cost \$5,833.55. The difference is due to the fact that the Fall number was a 96-page issue. The Summer number was a 64-page issue. Postage for the BULLETIN last year was \$595.27. This year it was \$710.00. Postage for the *News* last year was \$4,255.00, for this year \$4,390.00. The art work for the BULLETIN last year was \$611.50; this year, \$846.25. Just to care for the lists, which means taking out addressograph plates for members who for one reason or another have been dropped, and making new plates, amounts to \$1,211.77. The total expenditures last year for the two publications amounted to \$36,346.29. This year the total is \$39,861.61.

Public Relations

During this biennium we have attended meetings of representa-

tives of key organizations in behalf of a new Federal-Aid bill, a United Nations Institute, the third national meeting of UNESCO, two meetings of the American Association of School Administrators, two meetings of the National Commission on Teacher Education and Professional Standards, the Northwest Regional meeting, four meetings of the Planning Committee, and one meeting of the Publications Committee. We have visited the following states: Arizona, Arkansas, California, Connecticut, Maine, Massachusetts, Minnesota, Missouri, Oregon, Rhode Island, West Virginia, and Wisconsin.

The meetings varied in character, some of them being joint meetings with other organizations where the programs were centered upon the obligations of women's organizations. Some of them were state meetings; some regional meetings; some joint chapter meetings. In our visits to all of these states, which obviously are representative of the four regions and probably quite typical, the spirit and attitude apparent in all of them are reassuring. We noted fine and intelligent fellowship; we noted a rapidly developing consciousness of and pride in the Society's place in the educational world; we noted a disposition on the part of the members to be better informed.

Membership

Please give careful attention to the membership tables this year. A scrutiny of them will reveal some

TABLE I

MEMBERSHIP COUNT

(As of June 30, 1951 and June 30, 1952)

| State | 1951 Total | 1952 Total | Honorary Members 1952 | No. of Chapters 1951 | No. of Chapters 1952 |
|----------------------|---------------|---------------|-----------------------------|----------------------------|----------------------------|
| Alabama | 1549 | 1582 | 117 | 41 | 41 |
| Arizona | 422 | 433 | 19 | 10 | 10 |
| Arkansas | 982 | 1037 | 100 | 33 | 33 |
| California | 2801 | 2976 | 93 | 67 | 68 |
| Colorado | 874 | 898 | 65 | 22 | 22 |
| Connecticut | 334 | 344 | 13 | 6 | 6 |
| Delaware | 101 | 101 | 4 | 2 | 2 |
| District of Columbia | 141 | 132* | 0 | 2 | 2 |
| Florida | 859 | 870 | 31 | 16 | 16 |
| Georgia | 872 | 963 | 17 | 32 | 32 |
| Idaho | 239 | 225 | 30 | 8 | 8 |
| Illinois | 2257 | 2290 | 64 | 45 | 46 |
| Indiana | 1822 | 1933 | 101 | 37 | 38 |
| Iowa | 579 | 640 | 26 | 17 | 20 |
| Kansas | 1531 | 1546 | 162 | 43 | 46 |
| Kentucky | 531 | 543 | 9 | 12 | 12 |
| Louisiana | 1136 | 1139 | 28 | 29 | 29 |
| Maine | 320 | 368 | 14 | 11 | 12 |
| Maryland | 429 | 430 | 7 | 7 | 7 |
| Massachusetts | 546 | 635 | 10 | 14 | 15 |
| Michigan | 847 | 899 | 25 | 21 | 24 |
| Minnesota | 512 | 544 | 25 | 10 | 12 |
| Mississippi | 471 | 488 | 29 | 11 | 11 |
| Missouri | 854 | 899 | 20 | 17 | 18 |
| Montana | 430 | 431 | 30 | 13 | 13 |
| Nebraska | 645 | 700 | 41 | 17 | 19 |
| Nevada | 78 | 85 | 2 | 3 | 3 |
| New Hampshire | 33 | 60 | 1 | 3 | 3 |
| New Jersey | 214 | 213 | 5 | 3 | 3 |
| New Mexico | 581 | 560* | 18 | 15 | 15 |
| New York | 859 | 957 | 52 | 16 | 18 |
| North Carolina | 1031 | 1081 | 55 | 23 | 26 |
| North Dakota | 292 | 289* | 29 | 9 | 9 |
| Ohio | 3128 | 3192 | 139 | 62 | 63 |
| Oklahoma | 1432 | 1519 | 62 | 32 | 32 |
| Oregon | 596 | 636 | 21 | 19 | 21 |
| Pennsylvania | 1106 | 1143 | 25 | 29 | 29 |
| Rhode Island | 88 | 86* | 2 | 0 | 0 |
| South Carolina | 474 | 505 | 16 | 11 | 13 |
| South Dakota | 227 | 248* | 18 | 8 | 8 |
| Tennessee | 954 | 1030 | 12 | 24 | 30 |
| Texas | 5969 | 6139 | 592 | 99 | 99 |
| Utah | 285 | 270* | 12 | 4 | 4 |
| Vermont | 118 | 105* | 5 | 3 | 3 |
| Virginia | 518 | 590 | 23 | 16 | 17 |
| Washington | 1105 | 1188 | 39 | 29 | 30 |
| West Virginia | 400 | 416 | 8 | 9 | 10 |
| Wisconsin | 691 | 723 | 19 | 14 | 15 |
| Wyoming | 161 | 183 | 3 | 6 | 6 |
| Hawaii | 44 | 62 | 0 | 0 | 0 |
| British Columbia | | 17 | 6 | 0 | 0 |
| Total | 42,468 | 44,343 | 2224 | 980 | 1019 |

* States which show an over-all loss.

startling facts. According to actual count, we have added a total of 4,290 members. We have dropped, because of resignation, death, or non-payment of dues, 1,533 members. This indicates a net gain for the past year of 2,757. This would appear to be a substantial gain, but it presents by no means an accurate picture.

Heretofore, we have relied upon the records of the treasurers to furnish the count of the various units of the organization. This year, because we suspected very grave discrepancies, every card of the

44,343 was counted by hand. Presumably, if the figure of 2,757, the net increase, were accurate, then our membership figure this year should be 45,225. This leaves a discrepancy of 899 members about whom we have received no information whatever. Have they dropped out? Have they resigned formally? Have they just been lost? Something is gravely wrong. We should not lose track of 900 members in a single year. Please remember that the only valid record of membership that we have at the National Office lies in the receipt

TABLE II
NUMBER OF MEMBERS ADDED AND DROPPED
From July 1, 1951 through June 30, 1952

| State | Total Added | Total Dropped | State | Total Added | Total Dropped |
|-------------------------|-------------|---------------|------------------------|-------------|---------------|
| Alabama | 100 | 47 | New Hampshire | 25 | 3 |
| Arizona | 38 | 14 | New Jersey | 9 | 6 |
| Arkansas | 121 | 46 | New Mexico | 49 | 19 |
| California | 241 | 135 | New York | 140 | 19 |
| Colorado | 75 | 28 | North Carolina | 111 | 14 |
| Connecticut | 33 | 12 | North Dakota | 17 | 8 |
| Delaware | 7 | 2 | Ohio | 189 | 47 |
| District of Columbia .. | 10 | 3 | Oklahoma | 129 | 44 |
| Florida | 54 | 41 | Oregon | 110 | 17 |
| Georgia | 140 | 51 | Pennsylvania | 91 | 29 |
| Idaho | 24 | 19 | Rhode Island | 16 | 5 |
| Illinois | 151 | 76 | South Carolina | 60 | 11 |
| Indiana | 193 | 37 | South Dakota | 22 | 5 |
| Iowa | 90 | 11 | Tennessee | 100 | 24 |
| Kansas | 183 | 45 | Texas | 513 | 368 |
| Kentucky | 74 | 29 | Utah | 12 | 17 |
| Louisiana | 72 | 21 | Vermont | 17 | 3 |
| Maine | 67 | 10 | Virginia | 108 | 35 |
| Maryland | 38 | 17 | Washington | 129 | 58 |
| Massachusetts | 108 | 8 | West Virginia | 34 | 13 |
| Michigan | 104 | 23 | Wisconsin | 76 | 29 |
| Minnesota | 69 | 13 | Wyoming | 34 | 1 |
| Mississippi | 49 | 10 | Hawaii | 20 | 6 |
| Missouri | 84 | 21 | British Columbia | 19 | 0 |
| Montana | 30 | 10 | Foreign | 14 | 7 |
| Nebraska | 80 | 13 | Total Added | 4290 | |
| Nevada | 13 | 3 | Total Dropped | | 1533 |

TABLE III
VOTING STRENGTH
August 11-16, 1952

| State | Total Member- ship | Number of Votes | State | Total Member- ship | Number of Votes |
|----------------------------|--------------------------|-----------------------|-------------------------------|--------------------------|-----------------------|
| Alabama | 1582 | 316 | New Hampshire | 60 | 12 |
| Arizona | 433 | 86 | New Jersey | 213 | 43 |
| Arkansas | 1037 | 207 | New Mexico | 560 | 112 |
| California | 2976 | 595 | New York | 957 | 191 |
| Colorado | 898 | 180 | North Carolina | 1081 | 216 |
| Connecticut | 344 | 69 | North Dakota | 289 | 58 |
| Delaware | 101 | 20 | Ohio | 3192 | 638 |
| District of Columbia | 132 | 26 | Oklahoma | 1519 | 304 |
| Florida | 870 | 174 | Oregon | 636 | 127 |
| Georgia | 963 | 193 | Pennsylvania | 1143 | 229 |
| Idaho | 225 | 45 | Rhode Island | 86 | 17 |
| Illinois | 2290 | 458 | South Carolina | 505 | 101 |
| Indiana | 1933 | 387 | South Dakota | 248 | 50 |
| Iowa | 640 | 128 | Tennessee | 1030 | 206 |
| Kansas | 1546 | 309 | Texas | 6139 | 1228 |
| Kentucky | 543 | 109 | Utah | 270 | 54 |
| Louisiana | 1139 | 228 | Vermont | 105 | 21 |
| Maine | 368 | 74 | Virginia | 590 | 118 |
| Maryland | 430 | 86 | Washington | 1188 | 238 |
| Massachusetts | 635 | 127 | West Virginia | 416 | 83 |
| Michigan | 899 | 180 | Wisconsin | 723 | 145 |
| Minnesota | 544 | 109 | Wyoming | 183 | 37 |
| Mississippi | 488 | 98 | Hawaii | 62 | 12 |
| Missouri | 899 | 180 | British Columbia | 17 | 3 |
| Montana | 431* | 86 | Total Number Membership | 44,343 | |
| Nebraska | 700 | 140 | Total Number Votes | 8,870 | |
| Nevada | 85 | 17 | | | |

of dues and the membership card.

There is an increase in number of chapters since last year of 39, three more than we had last year, but 20 fewer than we had the year before.

Those of you who are presidents could help us immeasurably in the Headquarters Office if you would assume a responsibility for assuring an accurate record of the membership of your particular unit.

You will note that this year we have appended a table on voting strength. This will expedite the matter of voting so that each state

may claim the proper balloting strength based upon the membership records attested by the receipt of membership cards and money at the Headquarters Office. We regret that there are five chapters for which we were asked to have charters lettered, but for which we have received neither money nor membership cards. These chapters are: Beta Chi and Beta Psi, California; Alpha Alpha of Michigan; Tau of New York; and Delta Eta of Texas. We have no alternative but to subtract these chapters from the total of membership listed for these

states. This has been done and the voting strength listed accordingly.

A study of these tables, and particularly of the totals listed for your particular state, should be a revealing index of one thing that is happening. To us at Headquarters it seems to indicate an alarming trend.

We have noted by asterisks in the table on membership count those states which show an over-all loss for the past year. There are several of them. Those of you who are in positions of responsibility in those states will want to ascertain the reasons.

We have had an alarmingly large number of deaths this past year. This is inevitable, but it is disturbing.

We need to be aware of some of the aspects of our membership problems much more acutely than we have ever been, and we need to take cognizance, too, of the inroads that are being made upon our membership possibilities by the two other organizations which recruit their membership from women teachers. These organizations have been conducting vigorous campaigns in many of the centers where our own organization has flourished. We need to be unusually alert to the possibilities.

Enlarging Our Service

It has been customary in this annual report for us to make specific recommendations for a better implementation of our purposes and a finer type of service. We shall

depart from that tradition and only commend to your attention a number of things on which we believe we could improve our programs and enlarge our activities. Only one of these items will need Convention action.

(1) We urge that studies be made on both chapter and state levels of the losses sustained over a period of a year or more. Membership committees could probably be delegated to make such studies to ascertain why such a surprisingly large number of members are lost to the organization. We receive at Headquarters many letters indicative of dissatisfaction for one reason or another. We think it would be profitable for states and chapters to ascertain whether members who have dropped out or who have resigned formally are dissatisfied; whether they failed to find in the organization the stimulation they expected; whether their services have been utilized; whether they have been disappointed in the way in which the members manifested their fellowship.

(2) We commend to your attention for study and possible affiliation the newly organized World Confederation of the Teaching Profession. The merger of this confederation of WOTP, FIPESO, and IFTA is a matter of great professional moment to teachers the world over. Our affiliation with and participation in WOTP has given us a continuing interest, and we should pursue our efforts to assist any world organization which promises unity and harmonious relations among the teachers of the world.

(3) We commend to your attention the need to watch for evidences of discrimination against women, particularly against the older women teachers. There are many instances of this regrettable and growing tendency. With the prestige of our organization behind us, our local and

state units could do a great deal to shape public opinion.

(4) We commend once again to your attention the need to find and induct into the organization more and more younger women who have capabilities and power. We have made great strides in this direction, but the number of deaths among our older members grows with each year. We are alarmed by the invasions of death into our membership. We need to replace these valued members with as many capable younger women as possible.

(5) We commend once again to your attention the need for librarians to make a request of the H. W. Wilson Company, Educational Index, that our magazine be included in the regular listings of that publication.

(6) We suggest that there is a grave need for a much better orientation of new members and newly organized chapters. The type of information asked from the Headquarters Office and the confused inquiries that come in in great numbers lead us to believe that often members are inducted into the Society without a follow-up on the part of the organizing officers and a carefully organized plan to inform new members of the nature of the organization, its policies and procedures.

We should like to recommend that whenever a chapter is organized that those responsible for the organization should anticipate their needs well ahead of the date of organization so that an urgent request is not sent forty-eight hours before to ship air mail "all the materials needed for the organization of a new chapter." We think that it is the business of the state executive board to ascertain the plans for organization of new chapters and to assure itself that proper orientation has been given. We continue to have great difficulty with the tardy reports of newly initiated members, and in many instances newly organized chapters. This delays the receipt of publications and causes uncertainty, and in some cases, bitter feelings among those who feel they have not been properly treated.

(7) This recommendation needs Convention action. We have received during the past year the sum of \$460, bequeathed to the National Organization by Miss Helen Shuman of Illinois, one of our National Scholarship recipients in 1942. About a year before she died, Miss Shuman wrote the Executive Secretary to say that her health was in a precarious state and that she wished to reimburse the Society at her death for the \$1,000 scholarship which she had enjoyed. When the costs of settling the estate and inheritance taxes were paid, \$460 remained. We recommend that this sum be increased to \$1,000, and that a special award in this sum be given to an Illinois member, pursuing graduate study, as the Helen Shuman Scholarship for 1952-1953. We further suggest that the selection of the Illinois member be placed in the hands of the Executive Committee of Lambda State, and that if the award for any reason cannot be granted for the ensuing year, that it be made for 1953-1954.

Five years ago at the New York Convention in 1947, we suggested fifteen possibilities for the attainment of greater stature, dignity, and maturity in the hope that these things could be realized by 1957. We repeat those suggestions.

- (1) A sustained, vigorous, and far-sighted program of teacher welfare. (The housing, the food, the recreation, the provisions for health and sick leave, the cultural interests of women teachers should be matters of increasing concern to all of us.)
- (2) An expansion of our organization into at least six foreign countries, with strong organizations set up within the constitutional limitations of the several countries.
- (3) Active affiliation with and participation in the World Organization of the Teaching Profession.
- (4) Increasing participation in the work of UNESCO.
- (5) A vigorous membership, fortified, encouraged, and stimulated by the inclusion of many promising younger women.

- (6) A greater concern in our programs and policies with the aspects of our responsibilities as citizens as well as teachers.
- (7) Greatly enlarged personnel at headquarters with specialists in
 - a. Legislation
 - b. Research
 - c. Equal Opportunities
 - d. International Relations.
- (8) A bureau of information equipped to disseminate adequate, up-to-date information on the great social, economic, and political issues of the day with a view to furnishing our members data that will enable them to think, discuss, and clarify opinions and plot programs of action.
- (9) A continued stream of publications—dignified, needed, and keyed to our particular interests.
- (10) Continued work on the selection of teachers and active collaboration with other organizations devoted to this task. Only thus can a real profession be built.
- (11) Constant interpretation of our Society to our respective communities and to the members themselves.
- (12) A series of vital and carefully planned workshops throughout the country and growing with the years.
- (13) Greater collaboration and identification with national and international organizations and movements designed to improve education in general, teaching as a profession, and the establishment of a world peace based upon intelligence.
- (14) Greatly expanded committee work with regularly called meetings for extended conference, formulation of programs of action, and adequate financing of committee projects.
- (15) The continuing development of a real fellowship of the spirit; a mutual charity; a mutual respect; a common loyalty.

Many of them have had no implementation. We are still hopeful

that these goals, which to our mind take on the proportions of a Utopian dream, can somehow be realized during the new few years.

In reappraising our accomplishments in the light of our purposes, we are always faced by the disparity between our accomplishments and our dreams. Whatever the Delta Kappa Gamma Society achieves in the way of permanent growth and tangible contributions to the education and life of its time must be appraised, in the final analysis, in terms of spiritual values.

There is a pungent sentence in an article by David Cohn in the *Atlantic Monthly* of February, 1952. It seems to us to have a provocative value as we survey our possibilities as an organization. Mr. Cohn says (and he is speaking of American life generally), "We are apparently unable to distinguish between bigness and greatness, success and achievement, a standard of living and a standard of life, price and value." Greatness in the true sense, achievement in reaching spiritual goals, a standard of life for women educators, the value we place on the spiritual fellowship we avow, these are the continuing realities.

Respectfully submitted,

M. MARGARET STROH,
National Executive Secretary.

ANNUAL REPORT OF THE NATIONAL TREASURER 1952

REPORT OF RECEIPTS AND DISBURSEMENTS JULY 1, 1951-JUNE 30, 1952

| <i>Receipts</i> | |
|-----------------------------|---------------------|
| Balance, July 1, 1951 | \$ 14,857.34 |
| Initiation Fees | 9,377.50 |
| Dues | 69,241.30 |
| Bulletin | 1,785.15 |
| Supplies | 4,002.41 |
| Interest | 1,075.00 |
| Publications | 415.57 |
| Scholarship Fund | 17,530.30 |
| Educator's Award Fund | 1,357.70 |
| Emergency Fund | 998.91 |
| Miscellaneous | 511.00 |
| Total | \$121,152.18 |

| <i>Disbursements</i> | |
|--|--------------|
| Bulletin and News | \$ 46,485.32 |
| Committees | 1,364.23 |
| Convention and Regional Directors | 999.31 |
| Educator's Award (Bond) .. | 1,000.00 |
| Emergency Fund | 406.00 |
| Headquarters: Postage | 1,508.48 |
| Salaries | 6,196.72 |
| Insurance | 179.72 |
| Planning Committee | 1,675.27 |
| President's Office | 1,000.00 |
| Printing and Supplies | 5,000.55 |
| Salaries Paid | 8,842.78 |
| Taxes (Social Security and Income Tax Withheld) .. | 2,923.18 |
| Travel | 2,859.63 |
| Scholarship Fund | 10,953.84 |
| Permanent Fund | 7,082.14 |
| Retirement Fund Bonds: | |
| E Bonds from sums withheld from the Executive Secretary's salary | 712.50 |
| Treasury Bonds for Sinking Fund | 1,455.68 |
| Miscellaneous | 385.33 |

| | |
|------------------------------------|---------------------|
| Total | \$101,030.68 |
| Balance in bank July 1, 1952 | 20,121.50 |
| | \$121,152.18 |

REPORT ON SPECIAL FUNDS

SCHOLARSHIP FUND

| <i>Receipts</i> | |
|---|--------------------|
| Fees | \$ 9,979.90 |
| Interest | 2,700.00 |
| Balfour Royalty | 882.70 |
| Sale of Song Books | 3,507.70 |
| Helen Shuman Estate | 460.00 |
| Balance in checking account, July 1, 1951 | 7,450.94 |
| Total | \$24,981.24 |

| <i>Disbursements</i> | |
|--|--------------------|
| Song Books | \$ 1,133.54 |
| Stipends | 2,500.00 |
| Surety Bond | 275.00 |
| Printing | 45.30 |
| Bonds | 7,000.00 |
| Total | \$10,953.84 |
| Balance in checking account to be used for purchase of bonds in December | 14,027.40 |
| | \$24,981.24 |

PERMANENT FUND

Receipts

| | |
|--|--------------------|
| 1/10 of dues and fees | \$ 7,861.88 |
| Sale of Publications | 415.57 |
| Balance in checking account, July 1, 1951 | 2,756.67 |
| Total | \$11,034.12 |

Disbursements

| | |
|---|--------------------|
| Rent | \$ 3,300.00 |
| Utilities | 366.65 |
| Janitor Service, Supplies, Re- pairs | 828.53 |
| Storage on Dolls | 50.41 |
| Taxes and Insurance on lot and furniture | 536.55 |
| Bonds | 2,000.00 |
| Total | \$ 7,082.14 |
| Balance to be used for pur- chase of bonds in December | 3,951.98 |
| | \$11,034.12 |

EDUCATOR'S AWARD FUND

Receipts

| | |
|----------------------------|-------------------|
| Interest | \$ 475.00 |
| Balfour Royalty | 882.70 |
| Balance July 1, 1951 | 1,017.70 |
| Total | \$2,375.40 |

Disbursements

| | |
|--|-------------------|
| Bond | \$1,000.00 |
| Total | \$1,000.00 |
| Balance to be used for 1952 Award | 1,375.40 |
| | \$2,375.40 |

EMERGENCY FUND

Receipts

| | |
|----------------------------------|-------------------|
| Contributions to July 1, 1952 .. | \$ 998.91 |
| Balance, July 1, 1951 | 987.44 |
| Total | \$1,986.35 |

Disbursements

| | |
|--|-------------------|
| To victims of Kansas floods, 1951 | \$ 406.00 |
| Total | 406.00 |
| Balance, July 1, 1952 | \$1,580.35 |

These are the figures. Perhaps they should be allowed to speak for themselves, but unless you have worked with them as long as I have you may not understand their language. Consequently, I shall try an interpretation.

Let us consider, first, in the receipts of the Scholarship Fund, the item of \$882.70 from Balfour Royalty. When the L. G. Balfour Company was selected as the jeweler to supply the Society with the key pins and later with other forms of jewelry and equipment, an agreement was made concerning prices. The Balfour Company agreed that after the original cost of making the design and dies had been covered, the Company would pay into the National treasury a 10 percent royalty on all keys, pins, etc., purchased. At first all of this royalty was earmarked for the Scholarship Fund. Later when the Educator's Award was instituted, the Constitution was amended so as to allocate half the royalties to the Educator's Award Fund. Consequently, that Fund also received \$882.70.

When Song Book Number I was published, the cost of the printing was taken from the Scholarship Fund, and the money received from the sale of the books went back to the Scholarship Fund. The same policy has been followed for the other song books. It is well that such a policy was established by 1940, because in that year we secured our exemption from income tax on the basis of the fact that the

Society is an educational organization with its income derived from dues of the members. Any profit that may accrue from any publication can not, therefore, be used for the available fund. The first cost of Song Book IV was \$1,955.59, paid from the Scholarship Fund in 1950-51. The cost of the second printing was \$1,133.54. Thus the total cost has been \$3,089.13. The receipt of \$3,507.70 for sale of the books represents, therefore, the refund of the cost and some \$420.00 in profit. We have 1,035 copies of Song Book IV on hand now. The sale of these will be profit for the Scholarship Fund and may allow receipts for 1952-1953 to be as large as they are for 1951-1952.

In December we can buy for the Scholarship Sinking Fund K bonds to the value of \$14,000. (Note: K bonds replace the G bonds and have a slightly higher rate of interest.)

You will note in the Permanent Fund receipts the item of \$415.57 for "Sale of Publications." When our first research study, *Better Selection of Better Teachers*, was published it was decided to take the cost from the Permanent Fund and let the profits go to that Fund. This policy was followed with the publication of *Eyes to See, Differences Which Matter, End Your Own Frontier*, and the leather-bound Constitution. The item of \$415.57 represents sale of these publications.

The amount of \$2,756.67, representing the balance of the 1951-

1952 receipts over the 1951-1952 disbursements, will be transferred to the Sinking Fund in the form of K bonds in December unless it is used for equipment according to the provisions of the Constitution.

The Emergency Fund has a balance of \$1,580.35, but this can melt away quickly in case of serious and widespread disaster. Consequently, those states and chapters that have not as yet contributed are asked to give the matter earnest consideration.

If you add the balances in all of the special funds, you will note that the bank balance of \$20,121.50 belongs to these funds and not to the available fund. This is a situation that needs some serious study, for we cannot continue as we have done for some fifteen years—use the balances in the Scholarship and Permanent Funds for the expenses during July, August, September, and October and then "pay back" when the dues come in in November and December.

Because some items of expense from one year are paid after the beginning of the next fiscal year, a study of the receipts and disbursements does not give a complete picture of the working of the budget. The receipts for 1951-1952 that are used for the budget items are 9/10 of initiation fees and dues, sums received for BULLETIN subscriptions and sale of supplies, and interest. These items total \$77,619.48. The items paid for from this total amount to \$75,839.68. According to these two figures, there

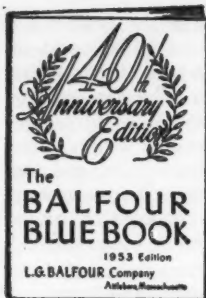
should be a balance of \$1,780.00 in the available fund, but there was the backlog of expense for the Summer 1951 BULLETIN (\$5,363.69), paid in July, 1951, and there will be for 1952-53 the backlog of expense for this Convention.

In order to put the organization on proper financial basis, it is necessary to build up a reserve in the available fund. This requires two things: more income and less expense. It is necessary, therefore, to

cut some items in the budget for 1952-1953 and 1953-1954, and at the same time to study the problem of more income. The services provided by the National Organization have expanded with the increase of membership beyond the increase in income. Those services will have to be curtailed or the income will have to be increased.

Respectfully submitted,
BERNETA MINKWITZ,
National Treasurer.

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